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ABSTRACT

The curriculum contained in this guide is one of a series developed to assist teachers in implementing prevocational exploration programs concerned with distribution and marketing occupations. It is designed to complement the West Virginia "Guide for Establishing Programs of Prevocational Exploration." The curriculum consists of 35 learning packets that sample a variety of competencies performed by various workers employed in the marketing and distribution cluster. The intent of the learning packets is to assist students in assessing whether or not they would like to prepare themselves for these kinds of work, not to develop proficiency in the various occupational competencies. Each learning packet contains a career information sheet which describes occupational cluster title, occupational family, occupational task, occupational competency, suggested resources, and teacher's notes. The remainder of each learning packet consists of occupational information about the job title, learning activities, answers for learning activities where appropriate, learning objective, and evaluation criteria. Topics covered in the learning packets include identifying marketing occupations and industries, trends in marketing and distribution, skills used in these occupations, decorating store windows, buying merchandise, clerking, advertising, restaurant work, recreational activities leadership, menus for a restaurant, employee relations, motel work, service station work, stock and inventory work, shipping occupations, and preparing receiving reports and handling customer deliveries, among others. (KC)

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Competency Based Education Curriculum

for

PREVOCATIONAL MARKETING AND DISTRIBUTION

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CE 031 229

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PREFACE

It is with great pleasure that we bring you another West Virginia competency based education (CBE) curriculum. This competency based Prevocational Exploration Marketing and Distribution curriculum was developed under contract for West Virginia. The effort was coordinated by staff of the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.

This document is organized into 35 learning packets. Each career information sheet includes an occupational cluster title, occupational family, occupational task, occupational competency, suggested resources and teacher's notes.

The competency based Prevocational Exploration Marketing and Distribution curriculum was disseminated to West Virginia career education instructors at inservices conducted in the fall and winter of 1981. Additional copies of this curriculum are available from the:

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I trust this material will be of assistance in your program. Any suggestions you may have for improving this curriculum may be sent to our Vocational Curriculum Laboratory. Through this feedback we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

Forward

The curriculum contained in this guide is one of a series developed to assist those who are engaged in implementing prevocational exploration programs concerned with distribution and marketing occupations. It is designed to complement the "Guide for Establishing Programs of Prevocational Exploration."

This curriculum consists of learning pacs that sample a variety of competencies performed by various workers employed in the marketing and distribution cluster. The intent of the learning pacs is to assist students in assessing whether or not htey would like to prepare themselves for these kinds of work. It is not the intent of these pacs to develop proficiency in the various occupational competencies.

Each competency based education CBE learning pac is designed to be student centered. They have all been developed by cooperative and distributive education teachers. Some teachers have used them as an individual approach to learning. Other teachers have felt more comfortable using them with the entire class or a group of students.

This distribution and marketing curriculum was developed under the direction of Dr. Edward L. Davis and Mr. Robert P. Martin, Bureau of Vocational, Technical and Adult Education, West Virginia Department of Education.

Acknowledgements

The completion of this prevocational exploration curriculum depended upon the assistance, advice, and cooperation of many individuals.

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BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL TASK: Exploring Marketing

OCCUPATIONAL COMPETENCY: To identify marketing occupations and industries.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Marketing Textbooks
2. Retailing Textbooks
3. Distribution Textbooks
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. The teacher should review the entire packet to familiarize herself with its contents.
2. The teacher may want to read over the diagrams to familiarize herself with the different occupations and industries listed in order to answer any questons student may have.
3. The teacher should describe the diagram used to cluster the industries and occupations of Marketing and Distribution.
4. The student should use this own paper for the learning activities.

EXPLORING MARKETING

$ $
FOR SALE
LAND

OCCUPATIONAL TASK: Exploring Marketing

OCCUPATIONAL COMPETENCY: To identify marketing occupations and industries.

LEARNING OBJECTIVE

When you have completed this packet, you will be aware of some of the careers and industries related to marketing and distribution.

EVALUATION

You will complete and hand in the worksheets in this packet. Complete the attitude sheet to see if marketing and distribution would be interesting to you.

10

Over one-third of the people employed in the United States are employed in marketing and distribution occupations. These occupations are concerned with the process of directing the flow of goods and services from the producer to the consumer. The consumer may be an individual or another business establishment.

Everyone comes into contact with marketing and distribution businesses and employees. Everything that you purchase from candy bars to clothing comes from businesses involved in marketing--to you. Each of these businesses specializes in certain goods or services and each business performs marketing functions in order to market to you and other consumers successfully. It buys goods; promotes them by publicizing and displaying them; figures out who is most likely to buy what products (market research); sells to you; and manages money, people, and things so that the product or service is available when and where you want it.

OVER 1/3 OF PEOPLE IN U.S. ARE EMPLOYED IN MARKETING AND DISTRIBUTION

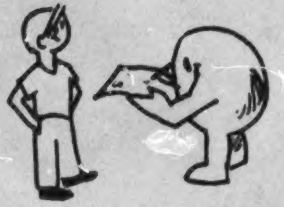
MARKETING FUNCTION

Selling: concerned with assisting or convincing the consumer to make a purchase. It may involve providing the customer with product information or assisting the customer in selection of appropriate merchandise. Individuals in selling occupations are employed in all industries. If you are interested in selling, you could work for a manufacturer selling wholesalers and retailers, or you could sell directly to consumers in their homes.

Buying: concerned with securing merchandise for resale or for use in making goods or in providing services. Have you ever wondered who decided which merchandise should be in a store? This is the responsibility of buyers who purchase merchandise for the store to resale. Buyers are also employed by wholesalers and other establishments in the marketing process. They must keep up with current trends in the fields they buy for. Example: Buyers of clothing must be current on the latest fashion trends.

Sales Promotion: concerned with supporting the sale of goods services. Sales involves direct consumer contact, sales activities. The advertising you see in magazines and the window and counter displays in stores are examples of sales promotion activities. People who perform these activities assist in the preparation of advertisements in various media, displays, promotional campaigns and publicity releases.

Market Research: concerned with getting information that provides the basis for marketing decisions. These decisions might include whether or not to stock a new product, how to package a new product or where to locate a new store. People employed in market research study customer reactions, preferences and spending habits. This information helps a business serve the consumer and, therefore, helps the success of the business.



Management: concerned with the organization of people, money and things. Managers are employed in every area of marketing, making decisions about policy, organization, personnel, and finance. Individuals are generally placed in a management position after experience in another marketing function in the industry. Some managers are trained especially for these positions in two- or four- year colleges.

MARKETING AND DISTRIBUTION INDUSTRIES

Many industries are involved in marketing and distribution of goods and services to the consumer. These industries can be grouped under six headings or subclusters according to the kinds of products or services they provide. Below are brief descriptions of each of the nineteen industries engaged in marketing and distribution. These nineteen represent nearly all of the businesses engaged in marketing and distribution.

Fashion Merchandise

Apparel and Accessories: This industry is concerned with marketing activities in retail and wholesale establishments primarily engaged in marketing clothing and accessories of all kinds, including jewelry.

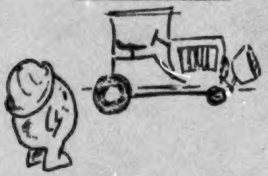
PEEP'S
CLOTHING STORE

General Merchandise: This industry is concerned with marketing in stores which feature a wide range of merchandise much as department stores, discount stores and variety stores.

Advertising Services: This industry is concerned with creating advertising and sales promotion programs utilizing displays, merchandise ads, mass media in such enterprises as advertising agencies and display houses.

Finance and Credit: This industry is concerned with banking services, services connected with the exchange of securities, and extending credit to consumers.

Industrial Marketing: This industry concerned with the marketing of equipment and supplies to businesses and institutions for use in manufacturing, business, and professional activities.



Insurance: This industry is concerned with the marketing of insurance agreements for making risks to individuals, businesses, and public agencies smaller.

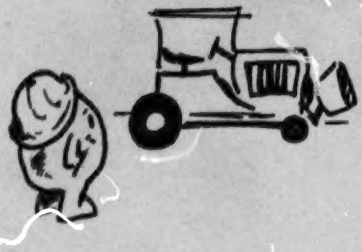
International Trade: This Industry is concerned with the importing and exporting of goods and making the arrangements necessary to accomplish imports and exports.

Property an Home-Related Items

Real Estate: This industry is concerned with the marketing of homes, land and industrial property to prospective buyers.

Home Furnishings: This industry is concerned with the marketing of items for the inside of the home such as draperies, carpeting and furniture.

Hardware, Building Material
Farm and Garden
Supplies, Equipment: This industry is concerned with the marketing of hardware, farm and building supplies and equipment to individuals, retailers, wholesalers, contractors, and farmers.



Food Distribution

Food Distribution: This industry is concerned with the marketing of food items in grocery stores, supermarkets, and specialty food stores.

Food Services: This industry is concerned with the serving of food and beverages to customers.

Hotel and Lodging : This industry is concerned with the marketing of lodging facilities to the consumer.

Recreation and Tourism: This industry is concerned with the marketing of those activities that will assist the consumer in improving his or her appearance and health.

Floristry: This industry is concerned with the marketing of flowers and plants.

Transportation Services

Automotive: This industry is concerned with the marketing of automobiles and other vehicles, such as trucks and trailers and related services, such as parking, rental agencies and car washes.

Petroleum: This industry is concerned with marketing the services of fuel items for automobiles and other vehicles.

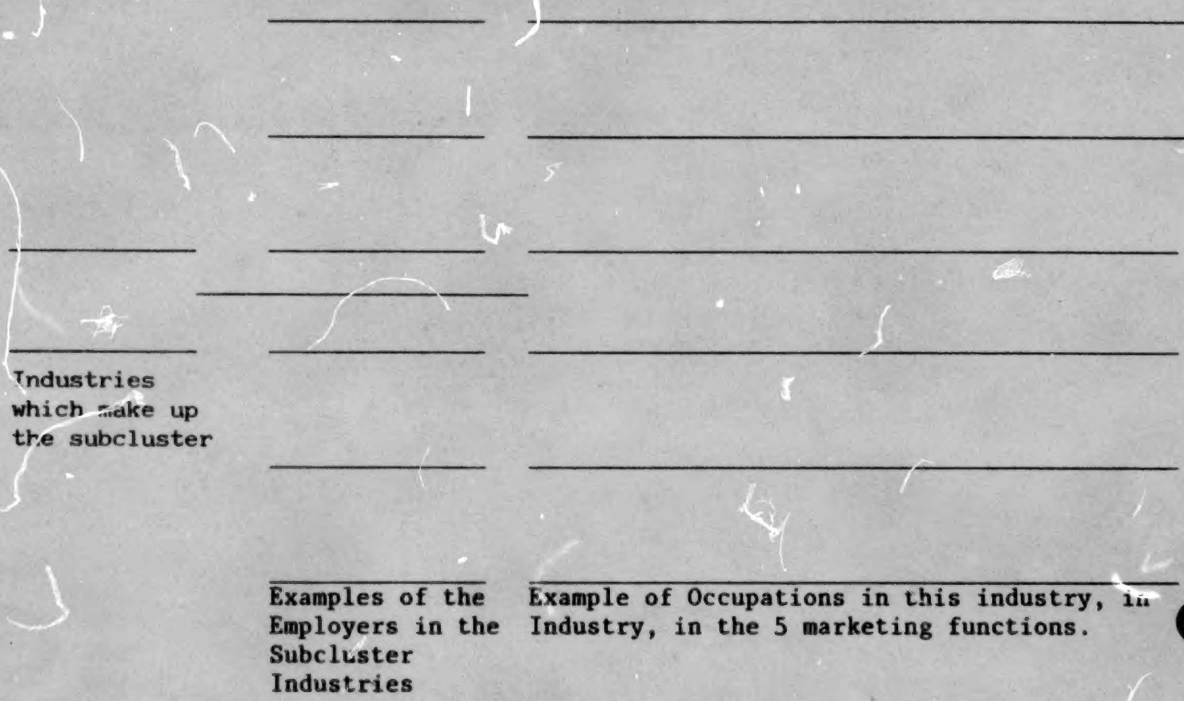
Transportation: This industry is concerned with marketing the services of means of transportation such as airplanes, boats and railroads.

Marketing and distribution is a diverse field, employing tens of millions of people. To assist you in examining what Marketing and Distribution consists of, the industries and occupations have been clustered (grouped) according to the products and services they provide to satisfy consumer needs.

Marketing and Distribution can be divided into six subclusters.

Business and Financial Services
Fashion Merchandise
Property and Home-Related Items
Services for Personal Needs
Food Distribution
Transportation Services

A diagram is provided for each of these subclusters.


Industries which make up the subcluster
Examples of the Employers in the Subcluster Industries
Example of Occupations in this industry, in Industry, in the 5 marketing functions.

At the top of each of the cluster diagrams is a brief description of the industries and occupations within the subcluster. In order to begin to identify occupations which are of interest to you, you should review the subcluster descriptions and read over the industries, employers and occupations within each of the subclusters. You may be able to identify additional employers and occupations.

The occupations within each industry are identified by marketing and distribution function. Therefore, if you think you may be interested in an occupation related to buying, you could consult the box in each diagram labeled "buying". In this way, you can identify the large number of occupations related to that function.

Clothing
STORE
GAS
REALATOR
BANK
insurance

BUSINESS AND FINANCIAL SERVICES

The Business and Financial Services subcluster includes all of those occupations which provide financial and business services. People employed in this subcluster work for advertising agencies, banks, credit bureaus, insurance companies and companies involved in international trade. Some of the occupations in this subcluster include insurance agent, advertising executive, bank teller, customs house broker, and industrial market salespersons. These occupations are concerned with providing services to business and individuals.

	Advertising Agencies	SELLING	Account Executive TV Time Salesperson
	Display Houses	BUYING	Media Buyer Display Supplies Buyer
Advertising Agencies		SALES PROMOTION	Direct Mail Specialist Display Person
	Outdoor Advertising Film	MARKET RESEARCH	Motivation Researcher Media Researcher
	Direct Mail Houses	MANAGEMENT	Account Supervisor Display Manager
	Banks	SELLING	New Accounts Teller Stockbroker
	Stock Exchanges	BUYING	Securities Trader Broker's Floor Representative
Finance and Credit		SALES PROMOTION	Sales Promotion Manager Head of Public Relations
	Brokerage Firms	MARKET RESEARCH	Credit Analyst
	Credit Bureaus	MANAGEMENT	Manager of Credit Bureau Bank President

BUSINESS AND FINANCIAL SERVICES

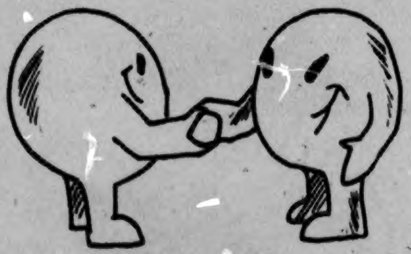
Industrial Marketing	Industrial Equipment Manufacturer	SELLING	Manufacturer's Representative Equipment Salesperson
	Business Machinery Manufacturer	BUYING	Communication Equipment Buyer Textile Machinery Buyer
		SALES PROMOTION	Institutional Advertising Director Trade Show Display Designer
	Office Supply Distributor	MARKET RESEARCH	Sales Forecaster
	Industrial Cleaning Services	MANAGEMENT	Industrial Sales Manager Product Manager

PCEP'S
INSURANCE

Insurance	Life Insurance Companies	SELLING	Insurance Sales person Group Insurance Salesperson
	Casualty Insurance Companies	BUYING	Insurance Placer Group Insurance Salesperson
		SALES PROMOTION	Advertising Promotion Head of Public Relations
	Governmental Agencies	MARKET RESEARCH	Insurance Investigator Manager
	Insurance Agencies	MANAGEMENT	Insurance Sales Manager Insurance Office Manager

BUSINESS AND FINANCIAL SERVICES

	Import Firms	SELLING	Export Agent
	Export Firms Manufacturer	BUYING	Import Agent Customs House Broke Textile Machinery Buyer
International Trade		SALES PROMOTION	International Sales Representative
	Custom Houses	MARKET RESEARCH	Test Market Supervisor
	Foreign Exchanges	MANAGEMENT	Import-Export Manager



FASHION MERCHANDISE

The Fashion Merchandise subcluster includes those occupations involved in the marketing of clothing and general merchandise items. People employed in this subcluster work in stores such as specialty stores, clothing stores, department stores, discount stores, and shoe stores. You have probably observed employees of this subcluster in the department and discount stores in your downtown area or at the local shopping centers. In addition, many of the people employed in this subcluster are employed by manufacturers of apparel and general merchandise and are concerned with marketing to discount and department stores. Another large group of people are concerned with the purchasing of merchandise for the stores that you are familiar with. This latter group includes buyers, merchandise managers and fashion coordinators.

Apparel and Accessories	Specialty Stores	SELLING	Fur Salesperson Jewelry Salesperson
	Shoe Stores	BUYING	Leather Goods Buyer Merchandise Manager
		SALES PROMOTION	Fashion Coordinator Display Specialist
	Clothing Designer Shop	MARKET RESEARCH	Customer Interviewers Sales Analyst
	Men's Apparel Stores	MANAGEMENT	Men's Department Head Store Manager
General Merchandise	Department Stores	SELLING	Cashier China & Glassware Salesperson
	Discount Stores	BUYING	Silverware Buyer Gift Buyer
		SALES PROMOTION	Bridal Consultant Cosmetic Demonstrator
	Variety Stores	MARKET RESEARCH	Comparison Shopper Sales Analyst
	Catalog Houses	MANAGEMENT	Store Manager Customer Service Manager

PROPERTY AND HOME-RELATED ITEMS

This subcluster includes those occupations involved in the marketing of homes and home-related items. The employers in this field include real estate agencies, furniture stores, upholstery repair stores, and hardware stores. Examples of occupations are general hardware buyer, apartment complex manager, furniture merchandise manager and drapery salesperson.

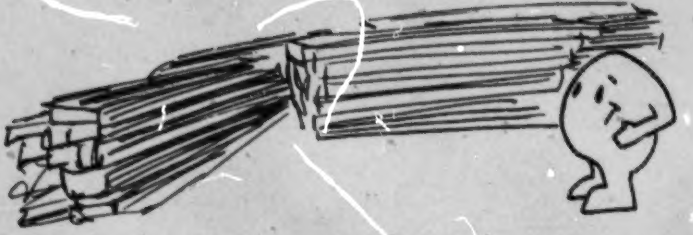
	Real Estate Office	SELLING	Real Estate Salesperson Property Rental Agent
	Property Manager	BUYING	Real Estate Locator Business Broker
Real Estate		SALES PROMOTION	Building Consultant
	Appraisers	MARKET RESEARCH	Real Estate Appraiser Market Analyst
	Industrial Developers	MANAGEMENT	Industrial Development Manager Apartment Complex Manager

PEEP'S
REAL ESTATE

	Furniture Stores	SELLING	Fuurniture Salesperson Drapery Salesperson
	Upholstry Repair Store	BUYING	Furniture Merchandise Manager Radio & TV Buyer
Home Furnishing		SALES PROMOTION	Display Manager Interior Decorator
	Home Appliance Stores	MARKET RESEARCH	Comparison Shopper Sales Analyst
	Home-Furnishings Stores	MANAGEMENT	Home Furnishings Dept Manager Furniture Store Manager

PROPERTY AND HOME-RELATED ITEMS

Hardware, Bldg. Materials, Farm Garden Supplies Equipment	Hardware Stores	SELLING	Construction Machine Salesperson Poultry Equipment Salesperson
	Lumberyards Stores	BUYING	General Hardware Buyer Poultry Equipment Buyer
		SALES PROMOTION	Product Demonstrator Display Supervisor
	Farm & Garden Supply Stores	MARKET RESEARCH	Shopping Observer Market Analyst
	Farm Equipment Manufacturers	MANAGEMENT	Lumberyard Supervisor Rental Equipment Manager



FOOD DISTRIBUTION

This subcluster includes those occupations involved with the marketing of food items. The employers of this subcluster include supermarkets, grocery stores, food wholesalers. Examples of occupations in this subcluster are food brokers, meat buyers, food demonstrators, display supervisors, and supermarket managers.

	Supermarket	SELLING	Manufacturer's Representative Cashier
	Candy Stores	BUYING	Food Buyer Meat Buyer
Food Distribution		SALES PROMOTION	FoodDemonstrator Display Supervisor
	Food Wholesales	MARKET RESEARCH	Test Market Supervisor Customer Interviewer
	Food Brokerage Firms	MANAGEMENT	Supermarket Manager District Manager

SERVICES FOR PERSONAL NEEDS

This subcluster includes those occupations concerned with marketing services which meet the personal needs of the consumer. Examples of employers in this subcluster include hotels, travel agencies, beauty shops, florist shops, dry cleaning establishments, and amusement parks. The occupations in this subcluster include dry cleaning clerk, golf club manager, tourism director, hotel manager, and director of sales promotion.

	Restaurant	SELLING	Function Planner Waiter/ Waitress
	Cafeteria	BUYING	Paper Goods Buyer Purchasing Agent
Food Services		SALES PROMOTION	Host/Hostess
	Catering	MARKET RESEARCH	Motivational Researcher
	Concessions	MANAGEMENT	Restuarant Manager

Peps
FAST FOOD

	Hotels	SELLING	Convention Coordinator Front Desk Clerk
	Motels	BUYING	Purchasing Agent, Supplies
Hotel and Lodging		SALES PROMOTION	Hospitality Host Director of Sales Promotion
	Campgrounds	MARKET RESEARCH	Survey Designer
	Guest Houses	MANAGEMENT	Hotel Manager Front Office Manager

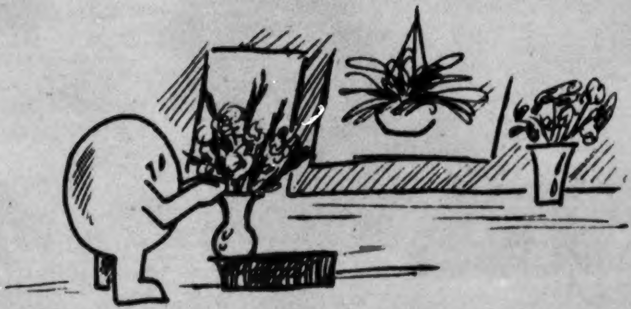
SERVICES FOR PERSONAL NEEDS

	Community Agencies	SELLING	Travel Agent Ticket Seller
	Travel Agencies	BUYING	Booking Agent Tour Buyer
Recreation and Tourism		SALES PROMOTION	Advance Person Tourism
	Theatres	MARKET RESEARCH	Consumer Researcher Motivational Researcher
	Sports	MANAGEMENT	Golf Club Manager Theatre Manager

	Drug Stores	SELLING	Dry Cleaning Clerk
	Beauty Shop	BUYING	Buyer, Photographic Supplies
Personal Services		SALES PROMOTION	Photographic Designer Promotion Specialist
	Photographic Studios	MARKET RESEARCH	Location Analyst
	Dry Cleaning Establishments	MANAGEMENT	Photograph Studio Manager Funeral Director

SERVICES FOR PERSONAL NEEDS

	Flowershops	SELLING	Flower Salesperson Florist Supplies Salesperson
	Nurseries	BUYING	Flower Buyer
Floristry		SALES PROMOTION	Floral Design Consultant Flower Display Arranger
	Plant Shops	MARKET RESEARCH	Market Analyst
	Floral Supplies Distributor	MANAGEMENT	Floral Shop Manager Wholesale Florist Manager



TRANSPORTATION SERVICES

This subcluster includes those occupations involved in the marketing of Transportation services, equipment and fuel. Examples of employers in this subcluster are automotive part stores, automobile dealers, oil distributors, airlines, railroads and marine supply stores. Among the occupations of this subcluster are flight attendant, aircraft salesperson consumer researcher, procurer of fuel, parts manager, customer interviewer, trailer salesperson and auto appraiser.

	Automobile Dealers	SELLING	Automobile Salesperson Trailer Salesperson
	Auto Rental Agencies	BUYING	Auto Appraiser Purchasing Agents, Parts
Automotive		SALES PROMOTION	Production Demonstrator
	Automobile Parts Stores	MARKET RESEARCH	Custom Interviews Sales Forecaster
	Truck and Trailer Dealers	MANAGEMENT	Customer Interviewer Auto Agency Owner
	Oil Refineries	SELLING	Salesperson, Oil Field Supplies
	Oil Distributors	BUYING	Fuel Procurer
Petroleum		SALES PROMOTION	Promotion Director
	Service Stations	MARKET RESEARCH	Consumer Research
	Petroleum Equipment Suppliers	MANAGEMENT	ContractsManager Manager, Bulk Plant

TRANSPORTATION SERVICES

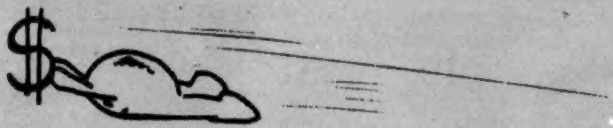
	Airlines	SELLING	Aircraft Salesperson Reservations Agent
	Railroads	BUYING	Flight Supplies Buyer
Transportation		SALES PROMOTION	Flight Attendent
	Freight Companies	MARKET RESEARCH	Schedule Analyst
	Marine Supply Stores	MANAGEMENT	Airport Manager Flight Supervisor

LEARNING ACTIVITIES

In this packet you will complete the following learning activities:

1. On Worksheet #1 you will complete the matching exercise, placing the occupation with the correct industry and employer.

2. On Worksheet #2 you will complete the exercise, matching the marketing occupations with a description of each.



3. On Worksheet #3 you will match typical comments which might be made by people employed in marketing and distribution.

4. On Worksheet #4 you will match consumers with the businesses they patronize.

5. Complete the attitude sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. Complete the attitude sheet to see if marketing and distribution would be interesting to you.

WORKSHEET #1

To complete this activity, match the marketing and distribution occupation with the most closely related marketing and distribution industry or employer. Each letter may be used only once.

Industries and Employers

1. ___ Fashion Industry
2. ___ Automotive Industry
3. ___ Industrial Marketing
4. ___ Discount Stores
5. ___ Supermarkets
6. ___ Advertising
7. ___ Insurance
8. ___ Financial Services
9. ___ Restaurants
10. ___ Travel Agencies
11. ___ Home Furnishings
12. ___ Hotels

Occupations

A. Deli Clerk
B. Drapery Salesperson
C. Comparison Shopper
D. Media Buyer
E. Claims Clerk
F. Credit Investigator
G. Maitre D'Hotel
H. Computer Salesperson
I. Small Leather Goods Buyer
J. Reservation Agent
K. Appraiser
L. Conference Coordinator

WORKSHEET # 2

To complete this activity, match the descriptions of occupations in Marketing and Distribution with the appropriate occupation.

Descriptions

A. I supervise fashion shows and special promotions for speciality stores.______________

B. I am in charge of supervising all of the employees in a supermarket

C. I assist people in making arrangements for vacations._______

D. I sell office machines to businesses.________

E. I register guests in motels_____

F. I work with businesses promoting the services of advertising agencies___________

G. I work on the floor of the stock exchange, buying securities for clients___________

H. I "check" people out of supermarkets_________

I. I try to find out why people are buying certain products_________

J. I show people to their seats serve them their meals and demonstrate safety procedures____

Occupations

1. Motivation Researcher
2. Office Machines Salesperson
3. Travel Agent
4. Front Office Clerk
5. Account Executive
6. Supermarket Manager
7. Flight Attendant
8. Stock Trader
9. Fashion Coordinator
10. Cashier

WORKSHEET # 3

Comments

A. "I'd like to buy four dozen of the pre-washed blue denim dungarees, size 26."____

B. "Your cost on this beauty will be $3150 plus the trade-in"__________

C. "Is there any chance that we could get 'Great Dextrous' for the 15th of November at Hamden Hall?"__________

D. "Doctor, I think you should set up a 3-chair office."____

E. "We'll need more runway space"___

F. "Would you like me to fill it?"____________

G. "I think that we should go for one minute on the World Series rather than the Superbowl."____

H. "All you do is put the fruit into this nozzle, and one minute later, you remove the nozzle and...presto - the fruit has been cut into a flower."___

I. "We should pack the paint away before we start anything else:_______

J. "Let's get them from our supplier in Afghanistan."__________

Occupations

1. Service Station Attendant
2. Media Researcher
3. Product Demonstrator
4. Apparel Buyer
5. Auto Salesperson
6. Booking Agent
7. Dental Equipment Salesperson
8. Airport Manager
9. Import Buyer
10. Hardware Store Manager

WORKSHEET #4

To complete this activity, match the consumers with the businesses they patronize. Each business may be patronized by more than one consumer. Multiple matches are possible.

Comments

1. Real Estate Agency______
2. Furniture Store______
3. Hardware Store________
4. Supermarket_______
5. Wholesaler for Auto Parts_____
6. Gas Station________
7. Amusement Park________
8. Hotel________
9. Wholesaler for Cosmetics______
10. Drug Store
11. Book Store
12. Sporting Goods Store
13. Nursery (for plants and flowers)
14. Stationery Store
15. Insurance Company
16. Wholesale Food Company

Occupations

A. Car Dealership
B. High School Students
C. Florist Shop
D. Veterans of Foreigh Wars (VFW)
E. Little League
F. Girl Scouts
G. Parents
H. Catering Company
I. Trucking Company
J. University
K. Restaurant
L. Beauty Shop
M. Supermarket

WORKSHEET #1 KEY

1. I, C
2. K
3. H
4. I
5. A
6. D
7. E
8. F
9. G
10. J
11. B
12. L

WORKSHEET #2 KEY

A. 9
B. 6
C. 3
D. 2
E. 4
F. 5
G. 8
H. 10
I. 1
J. 7

WORKSHEET #3 KEY

A. 4
B. 5
C. 6
D. 7
E. 8
F. 1
G. 2
H. 3
I. 10
J. 9

WORKSHEET #4 KEY

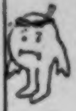
1. G
2. G
3. B, G
4. G
5. A
6. A, I, C, H
7. B, F, G
8. D
9. L
10. B, G
11. B, J
12. E
13. C
14. N
15. A,C,G,H,I,J,K,L,M,N
16. H, K, M

Name ____________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting 	Didn't enjoy any part of it
1. Matching Occupations with industries					
2. Matching descriptions of occupations					
3. Matching comments by emplorers with occupation					
4. Matching consumers with businesses they patronize					
5.. Attitude Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Trends in Marketing

OCCUPATIONAL COMPETENCY: To identify trends in Marketing and Distribution.

SUGGESTED RESOURCES

1. Textbooks on Marketing
2. Textbooks on Retailing
3. Distribution Textbooks
4. Dictionary of Occupational Titles
5. Occupational Outlook Handbook

TEACHER'S NOTES

Before handing this packet to a student:

1. The teacher should read and be familiar with the packet.
2. The teacher should encourage class discussion on selling's history and ask questions.
3. Each student is to complete Worksheet #1.

PEEP'S
GENERAL
STORE

OCCUPATIONAL TASK: Trends in Marketing

OCCUPATIONAL COMPETENCY: To identify trends in Marketing and Distribution.

LEARNING OBJECTIVE

When you have completed this packet you will be aware of the trends that today's sellers and marketers are most concerned,

EVALUATION

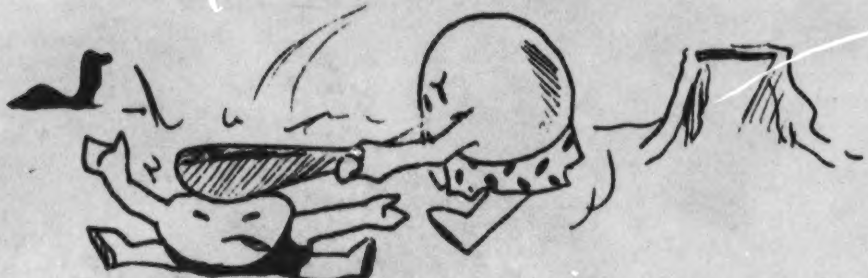
You will complete the activities in this packet and turn in the completed worksheets. You will then complete and turn in the attitude sheet.

A GLIMPSE OF SELLING'S HISTORY

Selling--a crude form of it--began when one enlightened caveman discovered that another caveman had an article that he wanted and that there was a better way to get the article than clubbing its owner over the head. That first caveman looked around for something he owned that the other caveman might want, then he tried to talk the second caveman into exchanging one article for the other. Trading was the first kind of selling; it still exists in some situations in our economy and is still a major method in other less advanced societies. No money was involved in early sales transactions. The introduction of money to the selling process has been credited to the Phoenicians.

Throughout the early history of selling, sales activities were confined to limited areas. Transportation and communication between populated areas were practically nonexistent. Also, each family made or grew most of the goods they needed to survive and required relatively few exchanges of goods. The Middle Ages gave a sudden boost to the activity of selling. Transportation had improved; so had communication; and there were simply more people who were potential users of goods. In this era, certain persons began to specialize in making certain kinds of goods. Shops of craftsmen in metal, leather, and textiles appeared in the growing towns. These craftsmen soon began to travel from town to town to peddle their merchandise, and selling became more firmly planted in people's lives.

The event which most stimulated the development of modern selling was the Industrial Revolution, which began in England in 1760. Machines replaced hand labor; and goods could be made in greater quantities, in less time, and at lower prices than ever before. Hundreds of new products were introduced by new manufacturers, and selling began a critical skill. Businessmen could no longer wait for the customer to come to them when a product was needed. To make a profit, these businessmen had to seek out customers and convince them to buy their products. Without the skills of salesmen, few of the businesses could have stayed in operation.



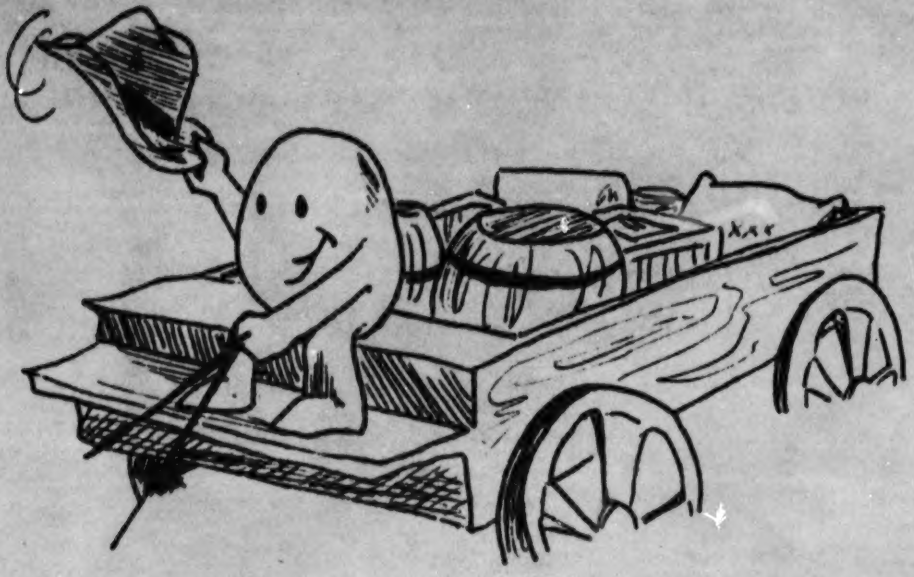
Selling in America

In the early days of America's existence, the population was, of course, clustered on the Atlantic coast. People made many of the household products they needed and depended primarily on European manufacturers for the goods they could not make. As people moved westward after the American Revoluation they had to have contact with the sources of goods on the eastern coast; and this need resulted in the appearance of the peddler. He traveled on horseback or by wagon, selling to frontier families and to trading posts the goods that could not be produced in wilderness regions. These goods included food products such as spices that could not be raised on the farm, simple manufactured household goods and tools, and some clothing supplies. The peddler did little creative selling; his customers were anxious to get the items he brought, so he assisted--rather than persuaded--them to buy.

As trading posts and crossroads stores grew into villages and towns, larger merchants began to make semiannual trips to the central buying markets. At first these centers were located in eastern seaports; later Chicago and other midwestern cities began buyer's markets. In these centers, merchants were often wined and dined by high-pressure salesmen of specialized lines who frequently banded together to monopolize all of a visiting merchants' patronage.

With the railroad in the 19th Century came a new kind of traveling salesman--the drummer. Merchants with expanding merchandise assortments found that they could not visit the buying centers often enough to purchase the goods they needed, and manufacturers in the buying centers found that they would loose business if they waited for buyers to come to them. So the manufacturers hired representatives--drummers--to travel to the buyers place of business.

The drummer usually depended on a fast-talking approach, a dominating personality, and plenty of selling gimmicks. His arrival in a town was exciting, because he was the chief newsbearer from the "civilized" world. To the drummer, making a substantial sale on the spot was more important than building a loyal clientele. He generally made a quick sale and caught the next train out of town.



The Rise of Modern Selling

By the early part of the 20th Century, selling had progressed greatly in the development of its techniques and in making its place in the world's economics. However, the basic strategy of selling--from the seller's point of view--had changed little since primitive times: Sell the product to the customer any way you can; the purpose of selling is to benefit you, not the customer. Few salesmen considered either the customer's potential satisfaction in making a sale or the building of long-term selling relationships. Selling tactics were often unethical, and the gullible customer had little chance of not being cheated by a smooth talking salesman.

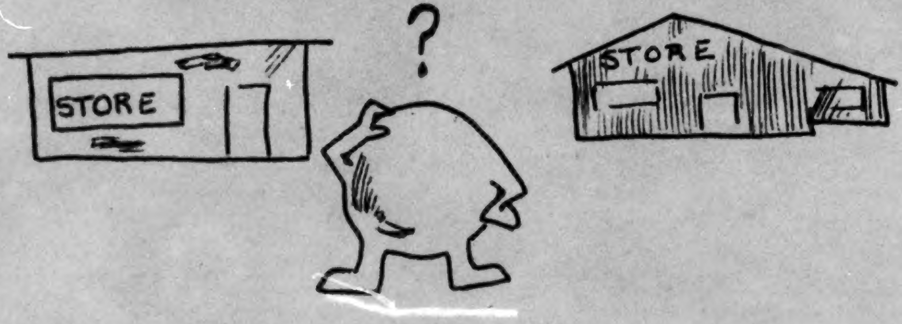
As America progressed into the second and third decades of the 20th Century, the old era of selling began to die. Certain economic developments made a new kind of salesmanship necessary. Production increased, more and more new products were introduced, the purchasing power of consumers increased, communication and transportation improved. But perhaps the most important developments pending toward the need for creative selling were the growing education and sophistication of consumers and the protection of consumer interests by government regulations. The consumer no longer had to come to a better seller everytime a better item was needed. He could choose from among a number of sellers and a number of similiar products. He was becoming knowledgeable enough to demand honesty in selling and to demand that selling efforts be directed toward his, not the seller's satisfaction. In our present economic environment, a salesman can no longer be just a high-pressure order taker. He must be a creative salesman. Creative salesmanship involves both assisting and persuading customers to buy the products or services which best fit the customer's needs and wants.

The need for creative salesmanship has never been more critical than it is now. The modern salesman must concentrate on satisfying his customers and his employer in the best possible way. Today the salesman must have a continuing interest in customer problems. He must cultivate long-term relationships and not look to each immediate order as his only source of income. A young person may enter the field of selling with confidence that he can become a skilled merchandise advisor to his customers and that he can occupy a useful, respected place in society.

Characteristics of the American Economy

America's economic system is a private, or free enterprise system. Under this system, persons are free to go into business, produce whatever they desire, and distribute the products as they choose. The theory behind the system is that the businessmen who best serve customers will succeed and the inefficient businessmen will fail. Another name for this economic system is capitalism. We need some government regulations to insure fairness in business deals for both businessmen and consumers, so the term modified capitalism is used to describe our economic system today.

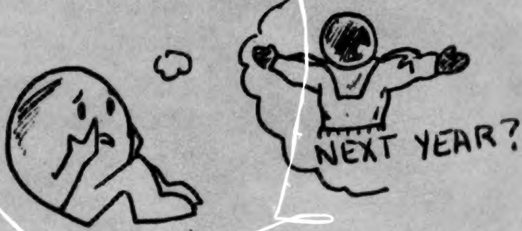
Because of the freedom inherent in our economic system, the role of selling is perhaps more important here than in any other type of economic system. Consumers are free to buy or not to buy, and creative selling is necessary to persuade them that one seller's product will better fit their needs than will a competitior's product. Good selling intensifies the tempo of business activity. It can help raise the standard of living and make it possible for consumers to match their needs and wants with the merchandise and services the marketplace provides.



Economic Trends

At not time have selling and marketing been more important--and more difficult--than they are today. Because of the nature of our private enterprise system, our economy is a dynamic one. By the minute, changes occur in economic characteristics. What exists today may not exist tomorrow, and the change a marketer least expects may be a reality a week from now. Identifying the changes--and even anticipating them--is critical; but the most important thing in the economy, from the seller's point of view, is how to meet change effectively. It can be met by scientific marketing techniques and by creative salesmanship.

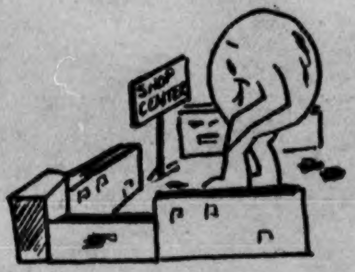
The trends with which today's seller and marketers are most concerned are those involving population, mobility, the youth movement, income, education, leisure time, and automation.



Population

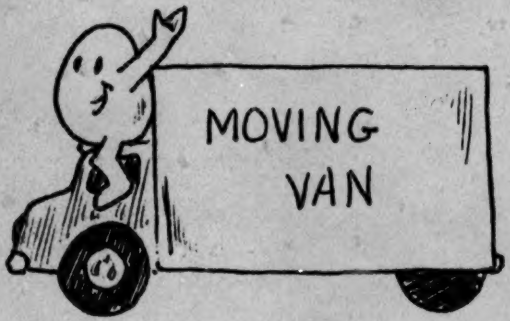
It was predicted that by 1975, there would be more than 225 million ultimate consumers (those who use goods and services for their own satisfaction) in this country. In addition to this figure, industrial, commercial, and institutional users would consumer over 1/2 the dollar values of all manufactured goods. Since the end of World War II, the population has been growing at a rate of 1-1/2% per year. This growth obviously means that there is a greater market for goods and services than ever before, but the size of the population also makes marketing and selling tasks more difficult. Once a people's living standard rises above that of providing the minimum necessities, the presence of more people does not automatically mean greater sales. Sales efforts must be expanded to cope with the population increase. Without increase consumption, there cannot be increased production; and in order to increase consumption, it is necessary to create more buyers and more buying.

The location of the population is also of importance to marketers. The West and Southwest are growing faster than other parts of the country, and more and more people are moving to the suburbs. The farm population now accounts for less than 20% of the total population. These figures are of particular importance to new retailing businesses trying to decide where to locate their firms. Obviously they will want to choose the location which has the most potential customers. The most noticeable result of the flight to the suburbs is the growth of the shopping center, which was practically unheard of several decades ago. These centers now account for about 35% of U. S. retail trade.



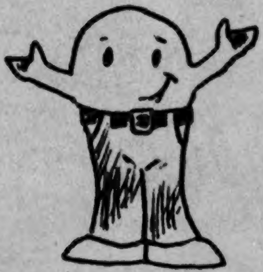
Mobility

Americans are a nation of travelers. Tourism is a major industry and has resulted in the establishment of hundreds of new businesses, particularly service businesses such as travel agencies, motels, and roadside restaurants. Estimates also show that about 30% of the total population will change residence in any given year. This means business for such firms as moving companies, storage firms, and real estate agencies. The mobility of our population also means that marketing organizations must continually study their markets to make sure their selling efforts are still directed to the proper consumer group.



Youth Movement

The age group showing the greatest increase in number since World War II is the youth-adult group. Today about 40% of our population is under 20; about 50% is between 20 and 64; and about 10% is over 64. Gaining in importance is the teenage market, partly because many of these persons have part-time jobs and thus have their own spending money and partly because they greatly influence the spending habits of their families. Much marketing effort in product development, in advertising and in personal selling must be directed to this youth market and to the young adults setting up their own households.



Income

Most consumers today have more money to spend than they have ever had before. The median family income has more than doubled since 1947, and a large portion of this income is discretionary income (that amount of money that is left after a person has paid for a minimum stand of living). All businessmen struggle to get their share of this discretionary income, and most advertising is aimed at attracting this income rather than at attracting the consumer's expenditures for necessities. The middle class--those persons earning $5,000 to $15,000 per year--is the most important market for most selling organizations. This class accounts for about 60% of the total consumer income.

Education

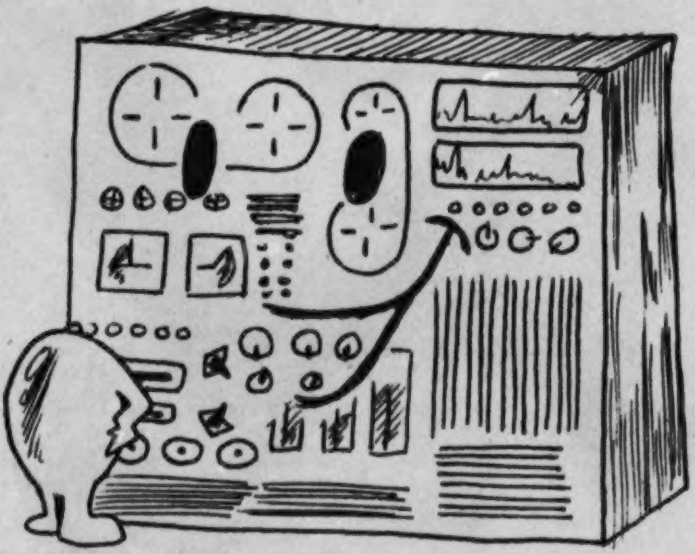
A college education has implication for the marketing businesses because as education increases, income tends to increase. Also the tastes of people changes as they become better educated. This change may give rise to the development of new products and will also certainly affect the selling appeals that are used.

Leisure Time

Hundreds of labor-saving devices are available to consumers; the work week has been shortened; and consumers have leisure time on their hands. This leisure time which consumers want to devote to recreation has stimulated the growth of many service businesses and the introduction of new products designed to entertain the consumer. This trend is certain to continue and will have important implications for the product development policies of marketing firms.

Automation

Today many business operations are performed by automation--the process of handling work by machines with a minimum of human effort. The advances made through automation have greatly increased our ability to produce. Therefore, it becomes necessary for us to improve our ability to distribute the goods and services that result from increased production. The increase in productivity must be matched with an equal or greater increase in consumption.



LEARNING ACTIVITIES

With this packet, you will complete the following learning activities:

1. With Worksheet #1, you will talk with an experienced retailer and determine the changes that have taken place in the business during the past 20 years.

2. On Worksheet #2, you will suggest new products that may be very important to consumers in the next few years.

3. Complete the attiutde sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete the activities in this packet and turn in the completed worksheets. You will then complete and turn in the attitude sheet.

WORKSHEET #1

To complete this activity, you will talk to an experienced retailer and determine the changes in selling that have taken place in the business during the past 20 years. You will then prepare a brief report on your findings. Be sure to contact the retailer for an appointment telling him who you are and the reason for the appointment.

WORKSHEET #2

To complete this activity, you will suggest new products that you feel may be very important to consumers in the next few years. Explain your selections. EXAMPLE: Because of mobility.

WORKSHEET #1

Answer Key

The teacher will offer any suggestions necessary. Read and evaluate the report.

WORKSHEET #2

Answer Key

The teacher will offer any suggestions necessary.

Name ________________________________

Occupational Cluster & Number Marketing and Distribution (3.01.3.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike	Not very interesting	Didn't enjoy any part of it
1. Interview with retailer					
2. Developing new products					
3. Attitude Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ________________________________

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL TASK: Skills in Marketing

OCCUPATIONAL COMPETENCY: To identify common skills in marketing and distribution.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

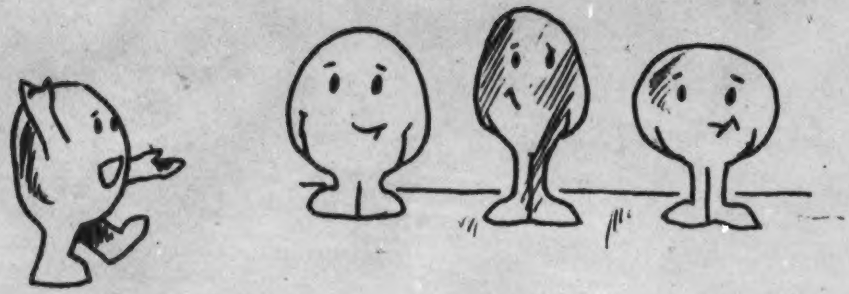
1. Textbooks on Marketing
2. Textbooks on Retailing
3. Distribution Textbooks
4. Dictionary of Occupational Titles
5. Occupational Outlook Handbook

TEACHER'S NOTES

Before handing this packet to a student:

1. The teacher should read and be familiar with the packet.
2. With worksheet #2, another classmate is needed to participate in the role playing activity.
3. With worksheet #3, two classified advertisements for the same occupation is needed.
4. With worksheet #4, the entire class is needed to participate in pantomiming.
5. The teacher will observe the role playing activity and pantomiming and offer any assistance needed.

SKILLS IN MARKETING



OCCUPATIONAL TASK: Skills in Marketing

OCCUPATIONAL COMPETENCY: To identify common skills in marketing and distribution.

LEARNING OBJECTIVE

When you have completed this packet, you will be aware of some of the common skills used in marketing and distribution.

EVALUATION

You will complete and hand in worksheets #1 and 3. You will also participate in the role playing activity and the pantomiming. The teacher will observe you and offer any assistance needed. You will then complete the attitude sheet.

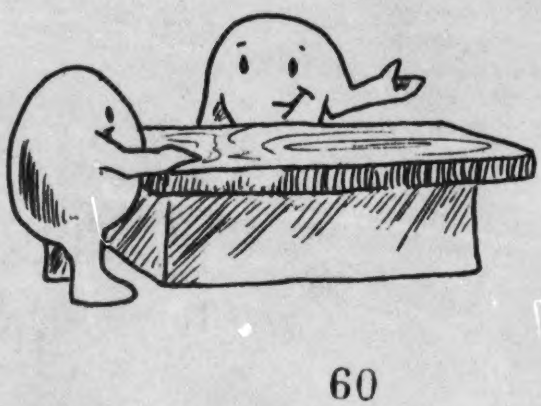
SKILLS IN MARKETING

Businesses and occupations in Marketing and Distribution are involved in the movement of a product or service from the producer to the final consumer. An important goal of distributive businesses is to satisfy the needs of the consumer.

Because Marketing and Distribution businesses are consumer-oriented, there are certain characteristics most marketing and distribution employees must have if they are to perform their job effectively. The characteristics include interpersonal and communications skills. Recordkeeping and money management skills are also important to effective job performance.

Interpersonal and communications skills, or human relations skills, are important in a consumer-oriented business because success in business depends on effective face-to-face contact with others. They include all the ways people relate to each other. Employees who have these skills are friendly and pleasant, able to make people feel at ease, show respect, and able to give advice.

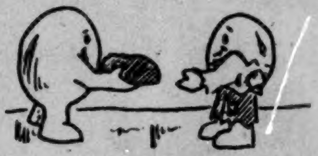
Recordkeeping skills are imporant because records support efficient business operation and consumer services. Poor recordkeeping may cause business losses.



LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. On Worksheet #1, you will read the case study provided and determine which of the solutions given is the best.



2. On Worksheet #2, choose a classmate and take turns acting the two parts provided.

3. On Worksheet #3, you will compare two classified advertisements for the same occupation and explain which appears more desirable to you.

4. On Worksheet #4, the entire class will be needed to participate in pantomiming.

5. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in Worksheets #1 and #3. You will also participate in the role playing activity and the pantomiming. The teacher will observe you and offer any assistance needed. You will complete the attitude sheet.

WORKSHEET #1

To complete this activity, read the case study below and choose the best solution from those listed after the case. Write a brief explanation for your answer.

Jones' Department Store is a very exclusive and expensive store. One of its departments is the watch department which sells only very fine and very expensive watches. Mrs. Smith is the salesperson in that department. One day a very poorly-dressed woman approached the counter. She looked for a while at some of the watches on display. Then another well-dressed woman approached the counter. What should Mrs. Smith do?

Possible Solutions:

1. Wait on the well-dressed customer first.
2. Wait until one of the customers asks to be served.
3. Alert the security guard.
4. Wait on the poorly-dressed customer first.
5. Show the poorly-dressed woman some less expensive watches.
6. Refer the poorly-dressed woman to another store.
7. Wait on the poorly-dressed woman and start by telling her the prices of some of the watches.

WORKSHEET #2

To complete this activity, choose a classmate and take turns playing the roles of the employees listed below.

Employee #1

You work in a large furniture store. Recently, you have been late for work several times and absent on several occasions. Your employer is not aware of the extent of your absences because another employee, (Employee #2), has covered for you. You are both salespersons in this large store, and when you are not there, Employee #2 will serve your customers as well as his/her own.

You have reasons for you latenesses and absenteeism. Your spouse is in the hospital so that you have to do all the housework instead of dividing it as you did when your spouse was well and working. Especially difficult for you, is taking care of the children since the babysitter quit. You have to take the children to school and daycare, etc. You are trying to make other arrangements to take care of these things.

You have already offered to cover for Employee #2 in the future if he/she is absent. Now Chris wants to talk with you.

Employee #2

You work as a salesperson in a large furniture store. You have recently been doing the work of two people because a fellow salesperson, (Employee #1) has often been late or absent from work. You know that there may be good reasons for the latenesses and absences, but your are getting tired of covering up for Employee #1. You feel that by taking care of Employee #1's customers, you are not giving enough time to your own. In addition, you do not want to be put in the position of lying to the boss if you are asked where Employee #1 is.

At the same time, you want to help and do not want to report Employee #1. You have decided to talk with Employee #1 about how you feel.

WORKSHEET #3

To complete this activity, you will compare two classified advertisements for the same occupation and explain which appears more desirable to you from the description in the newspaper.

WORKSHEET #4

To complete this activity, you and the entire class will participate using gestures and facial expressions to communicate words.

1. The class is divided into teams.

2. Members of each team take turns pantomiming a marketing and distribution product or occupation.

3. The other members of the team tries to guess what the product or occupation is.

4. Each member draws the name of the product or occupation he is to pantomime from a container.

5. The person doing the pantomime cannot give clues by talking, mouthing the word, spelling out the word, or using props. All communication must be non-verbal, except at the beginning of the pantomime when you tell your team members if it is a product or occupation you are acting out.

6. The time limit for each pantomime is five minutes.

7. If the team guesses the product or occupation within five minutes, they score a point.

8. The team with the most points at the end of the game wins.

WORKSHEET #1

Answer Key

The teacher should offer any assistance needed. Discuss the student's solution with him.

WORKSHEET #2

Answer Key

The teacher will observe the role playing activity and offer any assistance needed.

WORKSHEET #3

Answer Key

The teacher will offer any assistance needed.

WORKSHEET #4

Answer Key

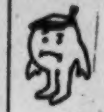
The teacher will observe the pantomiming and offer any assistance needed.

Name ______________________________

Occupational Cluster & Number Marketing and Distribution (3.01.2.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it
1. Case Study					
2. Role playing					
3. Comparing ads					
4. Pantomiming					
5. Attitude Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Department Store

*Representative Job Titles with DOT and OE Codes

Display Design	DOT Code: 142.051-010	OE Code:
Merchandise Displayer	DOT Code: 298.081-010	OE Code:
Display Marker	DOT Code: 739.361-010	OE Code:
Display Trimmer	DOT Code: 298.081-010	OE Code:

OCCUPATIONAL TASKS: Choosing Display Decorations

OCCUPATIONALCOMPETENCY: To determine what decorations should be used when decorating a store window for special occassions.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

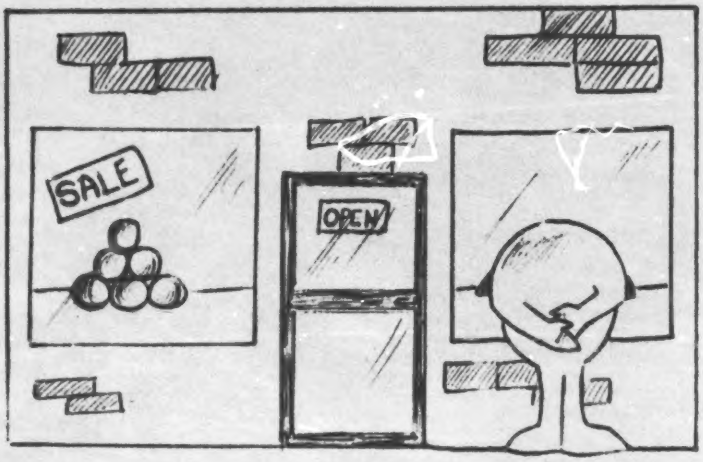
1. Any retailing textbook
2. Any display textbook
3. Occupational Outlook Handbook
4. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet (white and pink sheets) to provide each student with a copy.
   NOTE: White sheets are reusable, pink sheets are consumable.
3. You may want to provide boxes for students to use as store windows. Students will also need catalogues, scissors, glue and construction paper.
4. If you are unfamiliar with this activity, you may want to read over the student's packet.
5. If manikin are available, you will need to provide clothes and straight pins.

CHOOSING DISPLAY DECORATIONS



OCCUPATIONAL TASK: Choosing Display Decorations

OCCUPATIONAL COMPETENCY: To determine what decorations should be used when decorating a store window during special occasions.

LEARNING OBJECTIVE

When you have completed the activities, you will be able to recognize that building displays is an important and interesting part of running a store. You will also be able to determine what decorations should be used for special window displays.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Display Design	DOT Code: 142.051-010	OE Code:
Merchandise Displayer	DOT Code: 298.081-010	OE Code:
Display Marker	DOT Code: 739.361-010	OE Code:

DUTIES:

Design displays for store windows.

Make decorations.

Build displays.

Make detailed sketches.

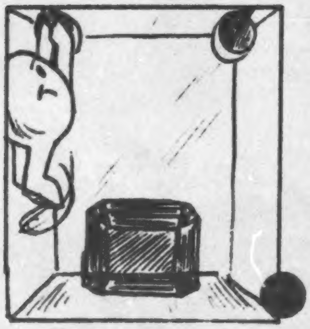
Dress mannequins.

WHERE EMPLOYED:

Large Department Stores

Display Building Companies

Any Retail Store



EMPLOYMENT OUTLOOK:

There are approximately 60,000 full-time workers. They work as artists, designers, signmakers, painters, display builders. Rate of growth is average.

EDUCATION AND TRAINING:

High school graduation is necessary. Some college training is usually preferred. Preparation in art school and experience in a DE/DCT program may be helpful. On-the-job training usually lasts 2 years.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

Young people should have an interest and talent in design and art. Must be imaginative and creative. One must also be practical enough to meet deadlines and stay within a budget.

WAYS TO ENTER FIELD

Apply to retail stores

College or Art school placement services

Watch newspaper advertisements

Contact DE/DCT Coordinator

CHANCE OF ADVANCEMENT:

May specialize in one area of display work, advance to Display Director, work as a State Designer, or set up a freelance business.

EARNINGS AND ADDITIONAL BENEFITS:

Salary starts at minimum wage or higher, depending on the amount of education. See salary chart for additional information. Other benefits such as store discounts, vacations, hospitalization, and profit sharing may be available.

WORKING CONDITIONS&LIFESTYLE:

Hours/Days:

Employees usually work 35-40 hours a week. During holidays, display people work overtime. Hours are usually flexible.

Physical Requirements:

Ability to lift up to 50 pounds

Opportunity for exercise

Not confined to one area all day

Mental Requirements:

Ability to read and to write legibly

Understand the Principles of Display

Physical Environment:

Display people usually work indoors and are not exposed to changing weather conditions. Display people may get a little dirty while building displays.

Interaction with People:

Display people work very closely with people in the display department. Pleasant personality and a friendly nature will be helpful in this type of work.

Type of Dress:

Neat and casual.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities.

1. Given a 12 month calendar, plan and write display themes for each month and place them in the appropriate locations on the calendar.

NOVEMBER
THANKSGIVING!

2. Draw a picture of a window display that could be used by a department store in August.

3. Design and build a window display by using a shoebox. Use dolls or cut pictures from catalogs. Select a special occasion theme.

4. Dress and undress a mannequin.

5. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

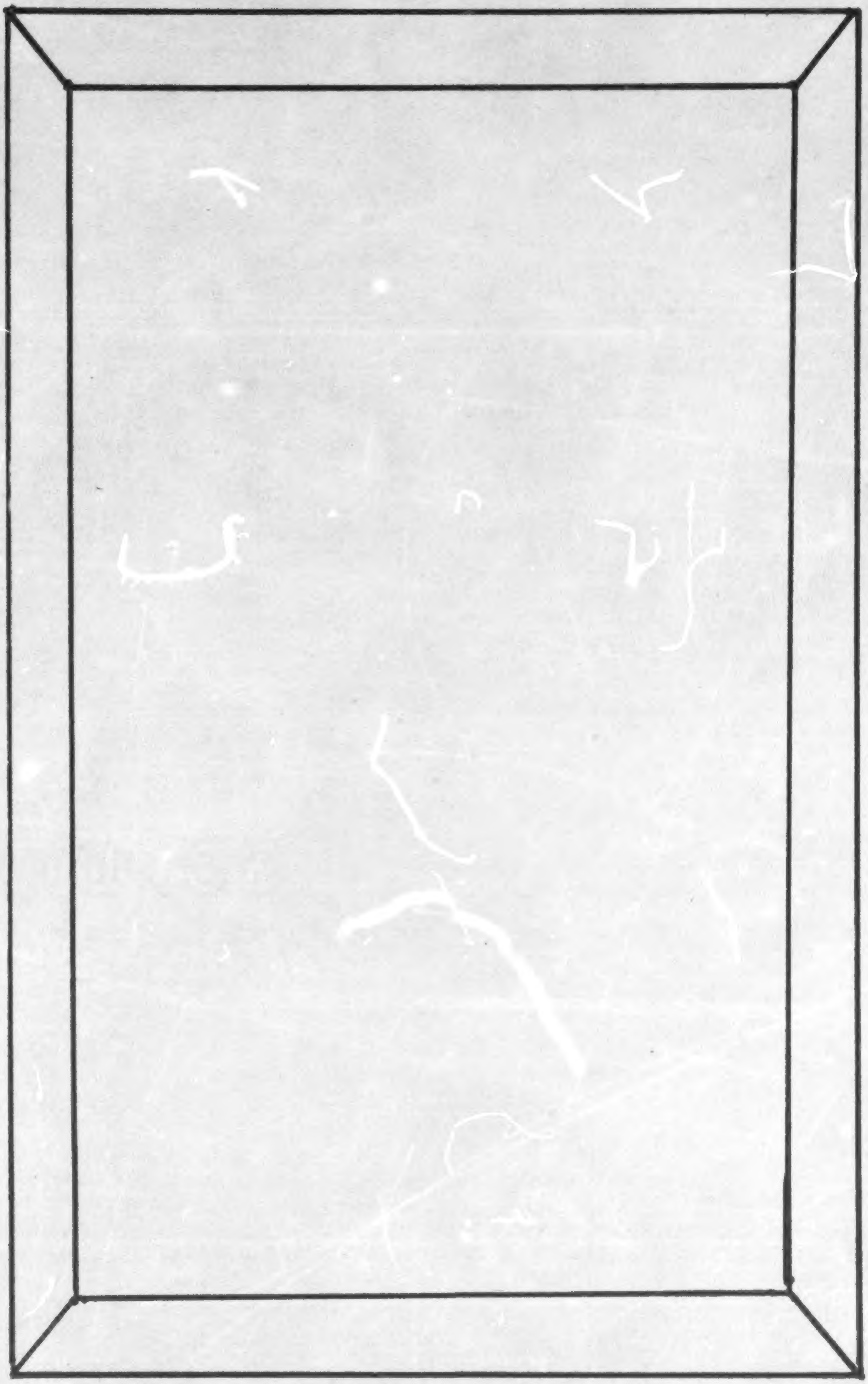
EVALUATION

You will complete and hand in the activities in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

January	February	March
April	May	June
July	August	September
October	November	December

WORKSHEET #2



Name ______________________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Acting as a salesperson, how did you like it?					
2. Looking for errors on checks.					
3. Attitude Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Department Store

*Representative Job Titles with DOT and OE Codes

Salesclerk	DOT Code: 290.477-014	OE Code:
Salesperson	DOT Code: 279.357-054	OE Code:
Sales Attendant	DOT Code: 299.677-010	OE Code:

OCCUPATIONAL TASK: Dealing with Customers

OCCUPATIONAL COMPETENCY: To determine the best way to handle situations you may face when you are a salesclerk.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

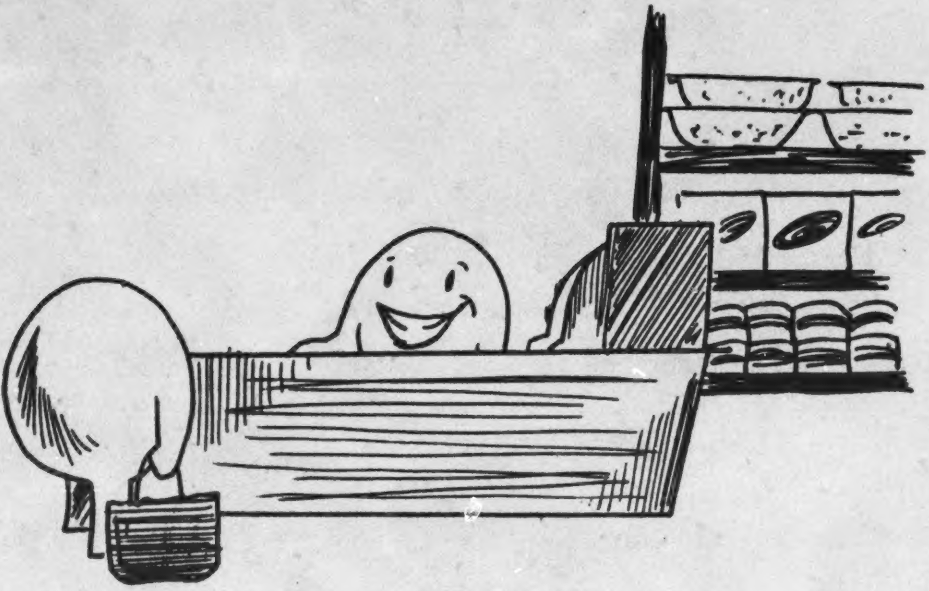
1. Any retailing textbooks
2. Sales training booklets
3. Occupational Outlook Handbook
4. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet (white and pink sheets) to provide each student with a copy.
   NOTE: White sheets are reusable, pink sheets are consumable.
3. You may want to cover the appropriate method of writing a check.
4. If you are unfamiliar with this activity, you may want to read over the student's packet.

DEALING WITH CUSTOMERS



OCCUPATIONAL TASK: Dealing with customers

OCCUPATIONAL COMPETENCY: To determine the best way to handle situations you may face when you are a salesclerk.

LEARNING OBJECTIVE

When you have completed this packet, you will be able to recognize that a salesclerk has a variety of duties. You will see that a salesperson is extremely important in the success of a business.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the Student Attitude Sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Salesclerk	DOT Code: 290.477-014	OE Code:
Salesperson	DOT Code: 279.357-054	OE Code:
Sales Attendant	DOT Code: 299.677-010	OE Code:

DUTIES:

Determine customer needs.

Determine customer preferences.

Show merchandise.

Answer questions.

Sell merchandise

Take payment.

Make Change.

Fill out charge slips.

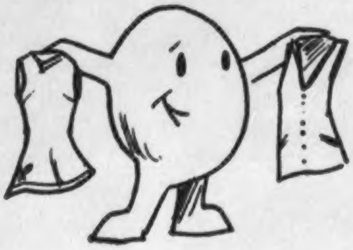
Fill out sales slips.

Wrap purchases.

Order Stock.

Handle exchanges.

Keep merchandise neatly arranged.



WHERE EMPLOYED:

Department Store

Speciality Store

Variety Store

Discount Store

General Store

Any retail business

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

There is a high turnover in saleswork which creates many job openings. Saleswork is expected to increase in size. There are approximately 130,000 openings a year. There are also many part-time sales positions. Approximately 60% of retail salespeople are women.

EDUCATION AND TRAINING:

High school graduates are preferred in most stores. A few days of on-the-job training is usually given. Training in a DE/DCT program would prove to be very helpful.

SPECIAL QUALIFICATIONS:

Young people must have sales ability and a knowledge of the product. It is also necessary that a salesperson have a pleasant personality a like for people and must be courteous and tactful.

WAYS TO ENTER THE FIELD:

Watch Newspaper ads.
Apply to personnel office of stores.
Contact DE/DCT Coordinator.

CHANCE OF ADVANCEMENT:

In a department store, you may advance to a position of buyer or manager.

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

Salaries usually start at minimum wage. See salary chart for additional information. Some salespeople work on commission. Other benefits may be store discounts, hospitalization, and insurance.

WORKING CONDITIONS & LIFESTYLES:

Hours/Days:

Full-time employees usually work 40 hours a week. Hours are flexible and may include working some evenings and weekends.

Physical Requirements:

Ability to stand for long periods of time. Opportunity for exercise-bending, lifting, walking.

Mental Requirements:

Ability to deal with people.
Ability to write legibly.
Ability to work with figures.
Ability to communicate orally.

THE CUSTOMER IS ALWAYS RIGHT!

Physical Environment:

Work indoors and not subject to weather. Saleswork is usually considered fairly clean work.

CAREER INFORMATION

Interaction with People:

Salespeople have the opportunity to meet and work with the public. A pleasant personality and a friendly nature are necessary in this type of work.

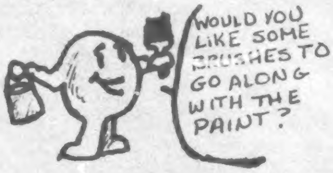
Type of Dress:

Neat and clean. Good grooming is necessary with comfortable shoes.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. In Worksheet #1 you will list at least 3 related items that may be suggested to a customer who is interested in purchasing the product.


WOULD YOU LIKE SOME BRUSHES TO GO ALONG WITH THE PAINT?

2. On Worksheet #2 you will find 8 checks given to you by customers. Circle any mistakes you may find on these checks.

HM'M YOU FORGOT TO SIGN YOUR CHECK

3. Ask a classmate to act the part of a customer and you play the role of a salesclerk. Choose any object in the room that you know a great deal about. Practice selling the item to your classmate and have your teacher or another classmate watch and give suggestions on how you could improve your sales demonstration.

YES, WE HAVE WATCHES. WERE YOU LOOKING FOR A PARTICULAR BRAND?

4. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

WORKSHEET #1

PRODUCT	RELATED ITEMS
a. Paint	
b. Plant	
c. Record Player	
d. Handbag	
e. Golf Clubs	
f. Sweaters	
g. Barbecue Grill	
h. Bicycle	
i. Tennis Racket	
j. Blue Jeans	

WORKSHEET #2

1.

CHARLES CHESTER OR
JANE CHESTER
[illegible] DAKOTA STREET
DAYTON, OHIO [illegible]

548

July 5 19XX [illegible]

PAY TO THE ORDER OF Don's Supermarket $

Twenty-two and 15/100 DOLLARS

FIRST BANK OF DAYTON
DAYTON, OHIO [illegible]

Charles Chester

:0422-0030: 27-030 729 0"

2.

CHARLES CHESTER OR
JANE CHESTER
[illegible] DAKOTA STREET
DAYTON, OHIO [illegible]

548

April 10 19XX [illegible]

PAY TO THE ORDER OF Don's Supermarket $ 32.77

Thirty-two and 77/100 DOLLARS

FIRST BANK OF DAYTON
DAYTON, OHIO [illegible]

:0422-0030: 27-030 729 0"

3.

CHARLES CHESTER OR
JANE CHESTER
[illegible] DAKOTA STREET
DAYTON, OHIO [illegible]

548

August 10 19XX [illegible]

PAY TO THE ORDER OF Don's Supermarket $ 6.06

DOLLARS

FIRST BANK OF DAYTON
DAYTON, OHIO [illegible]

Jane Chester

:0422-0030: 27-030 729 0"

4.

CHARLES CHESTER OR
JANE CHESTER
[illegible] DAKOTA STREET
DAYTON, OHIO [illegible]

548

July 5 19XX [illegible]

PAY TO THE ORDER OF Don's Supermarket $ 32.63

Thirty-two and 63/100 DOLLARS

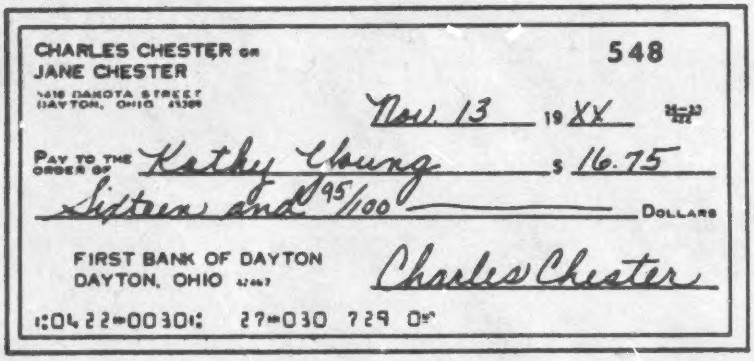
FIRST BANK OF DAYTON
DAYTON, OHIO [illegible]

Jane Chester

:0422-0030: 27-030 729 0"

WORKSHEET #2

5.



CHARLES CHESTER or
JANE CHESTER
1618 DAKOTA STREET
DAYTON, OHIO 45309

548

Nov. 13 19 XX 25-33/422

Pay to the order of Kathy Cheung $ 16.75

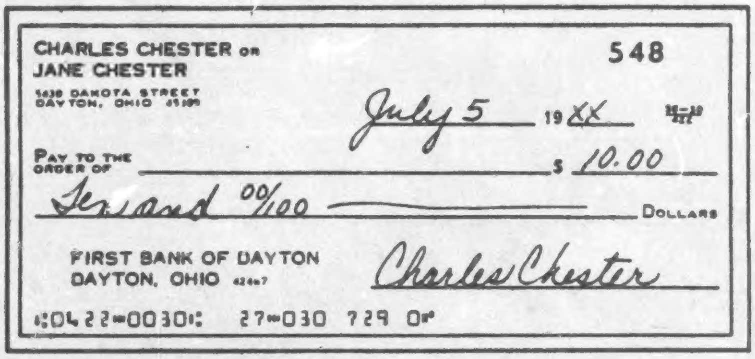
Sixteen and 95/100 Dollars

FIRST BANK OF DAYTON
DAYTON, OHIO 42467

Charles Chester

⑆0422⑉0030⑆ 27⑉030 729 0⑈

6.



CHARLES CHESTER or
JANE CHESTER
1618 DAKOTA STREET
DAYTON, OHIO 45309

548

July 5 19 XX 25-33/422

Pay to the order of $ 10.00

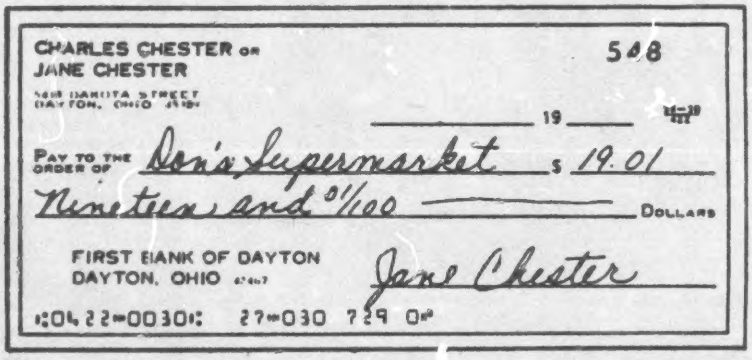
Ten and 00/100 Dollars

FIRST BANK OF DAYTON
DAYTON, OHIO 42467

Charles Chester

⑆0422⑉0030⑆ 27⑉030 729 0⑈

7.



CHARLES CHESTER or
JANE CHESTER
1618 DAKOTA STREET
DAYTON, OHIO 45309

548

19 25-33/422

Pay to the order of Don's Supermarket $ 19.01

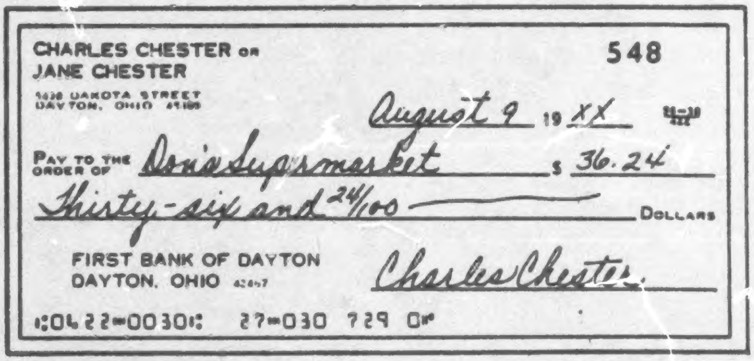
Nineteen and 01/100 Dollars

FIRST BANK OF DAYTON
DAYTON, OHIO 42467

Jane Chester

⑆0422⑉0030⑆ 27⑉030 729 0⑈

8.



CHARLES CHESTER or
JANE CHESTER
1618 DAKOTA STREET
DAYTON, OHIO 45309

548

August 9 19 XX 25-33/422

Pay to the order of Don's Supermarket $ 36.24

Thirty-six and 24/100 Dollars

FIRST BANK OF DAYTON
DAYTON, OHIO 42467

Charles Chester

⑆0422⑉0030⑆ 27⑉030 729 0⑈

WORKSHEET #1

Answer Key

Possible Answers---Related Items

a. Brushes, thinner, sandpaper

b. plant food, pot, soil

c. records, record stand, record cleaner

d. shoes, hat, gloves

e. tees, golf balls, golf bag

f. scarf, necklace, blouse

g. barbecue tools, charcoal, charcoal fluid

h. light, basket, horn

i. balls, press, racket cover

j. belt, shirt, sweater

WORKSHEET #2

Answer Key

The following checks contain mistakes:

1. Dollar amount (figures) not filled in.
2. Check not signed.
3. Dollar amount not filled in.
5. Dollar amounts do not match.
6. Payee is not filled in.
7. Not dated.

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Department Store

*Representative Job Titles with DOT and OE Codes

Credit Reference Clerk	DOT Code: 209.362-018	OE Code:
Credit Manager	DOT Code: 186.167-022	OE Code:
Credit Card Clerk	DOT Code: 209.587-014	OE Code:

OCCUPATIONAL TASK: Handling Credit Accounts

OCCUPATIONAL COMPETENCY: To determine how to handle various situations concerning problem credit accounts.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

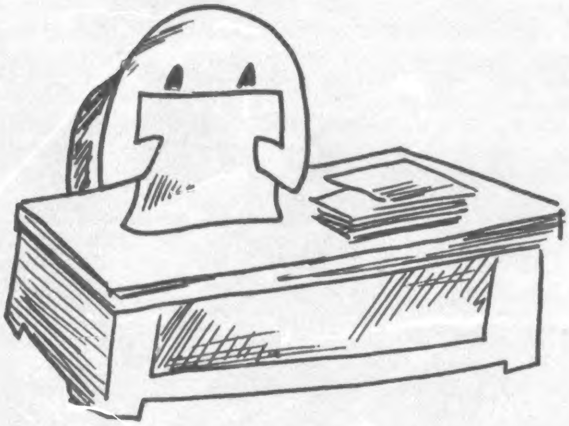
1. Any comprehensive retailing textbook
2. Any basic general business textbook
3. Dictionary of Occupational Titles
4. Occupational Outlook Handbook

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. You may want to discuss basic credit principles with students before they begin work on the learning activities. You may use any retailing book as a source.
4. If you are unfamiliar with this activity, you may want to read over the student's packet.
5. Students will need their own paper.

HANDLING CREDIT ACCOUNTS



OCCUPATIONAL TASK: Handling Credit Accounts

OCCUPATIONAL COMPETENCY: To determine how to handle various situations concerning problem credit accounts.

LEARNING OBJECTIVE

When you have completed these activities you will recognize the importance of planning when dealing with credit customers. You will also understand the importance of handling customers with care.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

90

CAREER INFORMATION

Credit Reference Clerk DOT Code: 209.362-018 OE Code:

Credit Card Clerk DOT Code: 209.587-014 OE Code:

Credit Manager DOT Code: 186.167-022 OE Code:

DUTIES:

Manage Credit Card Operations.

Handle Credit Application Forms.

Telephone or write to references.

Contact overdue accounts for collection.

Verify information on previous employment.

Operate typewriter.

Work closely with credit bureaus.

Issue credit cards.

Record card numbers on customer accounts.

Keep records of cards reported lost or stolen.

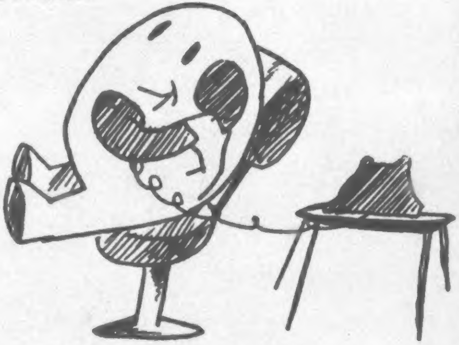
WHERE EMPLOYED:

Department Store

Variety Store

Credit Bureaus

Discount Store



EMPLOYMENT OUTLOOK:

The demand for credit personnel will continue to grow with the further expansion of retailing. Promotion within the company will supply a fair rate of turnover, which will produce more jobs in this area.

CAREER INFORMATION

EDUCATION AND TRAINING:

High school diploma is necessary. Students should take business classes such as general business, bookkeeping, typing, and Distributive Education. Most companies will provide basic on-the-job training.

SPECIAL QUALIFICATIONS:

In order to work in credit, it is necessary that a person be mature, good-natured and most important--tactful. It is also necessary that a person working in this area have a good understanding of math.

WAYS TO ENTER FIELD:

Apply as credit clerk in all stores or credit bureaus.

Watch newspaper ads.

Contact DE/DCT Coordinator.

CHANCE OF ADVANCEMENT:

Persons entering this field as a credit clerk may advance to the position of Credit Manager. Many times Credit Managers will advance to Personnel Managers or move to larger stores.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries usually start at minimum wage or slightly higher. See Salary Chart for additional information. Other benefits may include store discounts, hospitalization, and insurance.

CAREER INFORMATION

WORKING CONDITIONS & LIFESTYLES:

Hours/Days:

Employees usually work 40 hours a week/5 days a week. Usually do not work many weekends.

Physical Requirements:

Ability to sit at desk for long periods of time.

Does not require much physical effort.

Mental Requirements:

Ability to converse well.

Ability to write letters.

Ability to work with figures.

Ability to meet people easily.

PLEASE SIT DOWN. CAN I GET YOU A CUP OF COFFEE?

Physical Environment:

Work indoors and is considered a clean job.

Interaction with People:

Employees will work closely with customers. Must be able to meet people easily and handle possible awkward situations. Must be able to use the telephone correctly.

Type of Dress:

Neat and clean business attire is necessary.

LEARNING ACTIVITIES

In this packet you will complete the following learning activities:

1. Advise a gentleman who owes your store money how he might pay his bill.

LET'S SEE WHAT WE CAN WORK OUT!

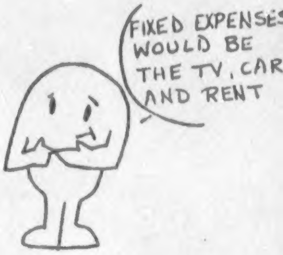
2. Advise the Disco Record Shop, which has many customers who have not paid their bills. You will decide how to handle the situation.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

LEARNING ACTIVITY #1

1. You are the Credit Manager of the Peep Department Store and are interviewing Mr. Chase, who owes the store $320.00. You are training to develop a plan for bringing Mr. Chase's past due account up-to-date. During the interview you find the following information about Mr. Chase's financial situation.

Monthly Salary	$585.00
Monthly Heat and Electric Bills	$ 35.00
Monthly Car Payment	$ 75.00
Monthly TV set Payment	$ 12.00
Monthly Rent	$160.00
Monthly Telephone Bill	$ 9.00
Monthly Food Bills	$140.00

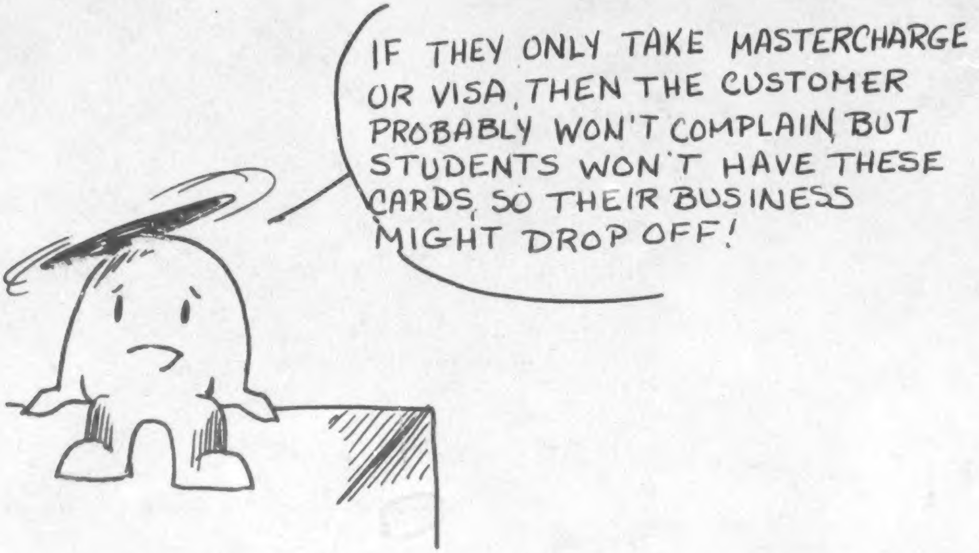

FIXED EXPENSES WOULD BE THE TV, CAR AND RENT

Here are some questions regarding Mr. Chase's financial situation. On a separate sheet of paper, write the letters of each question and give a brief answer for the questions.

- a. What is the total amount Mr. Chase pays for fixed obligations?
- b. What is the total amount he pays out each month?
- c. Can he maintain hs present monthly expenses on his present salary?
- d. What items could be reduced in amount?
- e. What would you advise Mr. Chase to do?

LEARNING ACTIVITY #2

Your Disco Record Shop has developed a good cash and credit business. Slow-paying customers have been a serious problem, and you are especially concerned about them. One day the store accountant brings you a list of bad debts, or uncollectable accounts, that amount to $310.00 for the past three months. You decide to rethink your credit policy. On Worksheet #1 list 3 actions that you could take to reduce bad debts. In the right column tell how the customer will feel and if sales will be affected when you take this action.


IF THEY ONLY TAKE MASTERCHARGE OR VISA, THEN THE CUSTOMER PROBABLY WON'T COMPLAIN, BUT STUDENTS WON'T HAVE THESE CARDS, SO THEIR BUSINESS MIGHT DROP OFF!

WORKSHEET #1

Action Suggested	Customer Relations	Sales
EX. Accept only bank credit cards	Unchanged	Drop in Student Sales
1.		
2.		
3.		

LEARNING ACTIVITY #1

Answer Key

a. $247.00

b. $431.00

c. No

d. telephone, heat and electric, TV, food

e. Make a budget and live by it

Consider his overdue account to be a fixed expense

Account for the remaining $154.00

Make regular monthly payments

LEARNING ACTIVITY #2

Answer Key

1. Discuss problem with customer--relations unchanged--sales unchanged

2. Suspend credit to all who owe--relations changed slightly--sales unchanged

3. Stop all credit--dissatisfy customers--definte loss in sales

ANSWERS MAY VARY

Name ____________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it
1. How do you like giving advice concerning money?					
2. Do you like handling bad debts (discussing them with customers)?					
3. Attitude Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Department Store

*Representative Job Titles with DOT and OE Codes

Buyer	DOT Code: 162.157-018	OE Code:
Assistant Buyer	DOT Code: 162.157-022	OE Code:

OCCUPATIONAL TASK: Buying Merchandise

OCCUPATIONAL COMPETENCY: To determine the best method of buying merchandise to make a profit.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like further information you may consult:

1. Any retailing textbooks
2. Buying textbooks
3. Math textbooks
4. Career booklets
5. Occupational Outlook Handbook
6. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. Students will need their own paper.
4. If you are unfamiliar with this activity, you may want to read over the student's packet.

BUYING MERCHANDISE

OCCUPATIONAL TASK: Buying Merchandise

OCCUPATIONAL COMPETENCY: To determine the best method of buying merchandise to make a profit.

LEARNING OBJECTIVE

When you finish the activities, you will recognize the importance of careful and organized buying practices. You will also understand how buyers should be certain they are meeting the customers needs.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Buyer DOT Code: 162.157-018 OE Code:

Assistant Buyer DOT Code: 162.157-022 OE Code:

DUTIES:

Purchase goods to be resold at a price to cover expenses and provide a specified minimum profit.

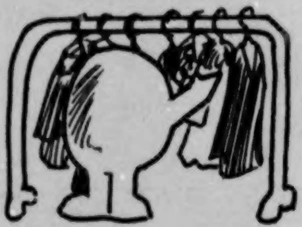
Keep records.

Select merchandise.

Maintain well-balanced stock of goods.

Develop Sales Techniques.

May travel to market shows and exhibits.



WHERE EMPLOYED:

Department Stores

Speciality Shops

Mail-order houses

Retail Chains

Resident Buying offices (usually in New York)

EMPLOYMENT OUTLOOK:

Demand for buyers will continue upward with further expansion in retailing. Promotion from within provides an ample supply of openings most of the time.

EDUCATION AND TRAINING:

High school education is necessary, but college gives a beginner a definite advantage. Enrollment in a high school DE/DCT program may be helpful. College major should be in marketing, merchandising or retailing.

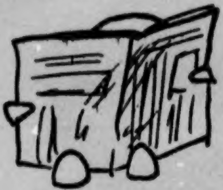
CAREER INFORMATION

SPECIAL QUALIFICATIONS:

A buyer must have maturity, poise, good judgement and enthusiasm. It is also necessary for a buyer to be creative and original. Must be able to keep records and meet deadlines.

WAYS TO ENTER FIELD:

Apply as a buyer trainee in all types of stores.
Apply to buying offices.
Watch newspaper ads.
Contact DE/DCT Coordinator.



CHANCE FOR ADVANCEMENT:

After a few years as assistant buyer, one may be promoted to buyer. May become a resident buyer or merchandising manager, or get an executive position. Some move to a larger or more prestigious department or store.

EARNINGS AND ADDITIONAL BENEFITS:

Salary starts above minimum wage. See salary chart for additional information. Pay is higher in larger stores. Benefits may include paid vacations, expense paid business trips, profit sharing plan, hospitalization and insurance.

WORKING CONDITIONS & LIFESTYLES:

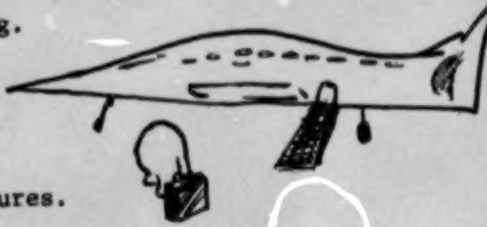
Hours/Days:

Buyers usually work 40 hours a week. May need to work overtime occassionally. Must be willing to travel.

CAREER INFORMATION

Physical Requirements:

Must have physical stamina to handle several hours behind a desk, working in stock rooms, on sales floor and traveling.



Mental Requirements:

Ability to keep records.

Ability to work with figures.

Ability to be creative.

Ability to understand new products and styles.

Physical Environment:

Actual work takes place indoors. Buying is considered a fairly clean job.

Interaction with People:

Buyers work closely with managers and salespeople. Buyers must be able to converse well and meet people easily.

Type of Dress:

It is necessary that a buyer is neat, clean, and wears up-to-date business attire.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. Write a letter and a survey to charge customers to find out how they like a particular pair of pants they bought from your store.

DEAR MRS. JONES

2. Compute the monthly sales of your department for a 6 month period.

WONDER HOW MUCH WE'LL MAKE IN JANUARY!?

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

LEARNING ACTIVITY #1

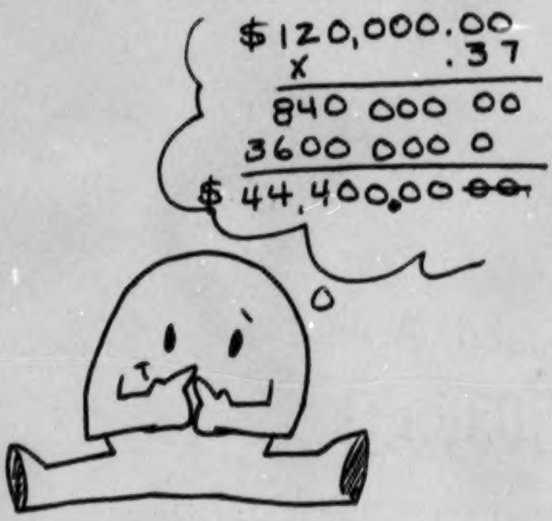
Two months ago, the sports department of the PEEP DEPARTMENT STORE, located on Main Street, Your Town, USA purchased 12 dozen pairs of men's golf slacks from a new source. The manufacturer's salesman said the slacks were easy to wash and wrinkle free. Mr. Peep felt he should run a check on the durability of the slacks. In checking his records, he found that 88 of these slacks were purchased by regular charge customers. It is possible to contact them for their opinions. On a separate sheet of paper, list 6 questions you would include in a questionnaire to survey customer opinion about the slacks that were sold. Also, write a sample letter to accompany the questionnaire.

#6 WOULD YOU BUY THIS BRAND AGAIN?
?
?

LEARNING ACTIVITY #2

You are a buyer in the coat department of the PEEP DEPARTMENT STORE and are in the process of planning total sales for your department for 6 months. You think that your department will sell a total of $120,000.00 from February to July. On a separate sheet of paper, calculate the planned sales for each month by using the percentage of total sales for each month.

February:	37%
March:	34%
April:	16%
May:	6%
June:	5%
July:	2%



LEARNING ACTIVITY #2

Answer Key

February:	$44,400.00
March:	$40,800.00
April:	$19,200.00
May:	$ 7,200.00
June:	$ 6,000.00
July:	$ 2,400.00

Name ______________________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it
1. Writing letters concerning surveys.					
2. Computation of monthly sales.					
3. Attitude Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Department Store

*Representative Job Titles with DOT and OE Codes

Art Director	DOT Code:	141.031-010	OE Code:
Commercial Designer	DOT Code:	141.081-014	OE Code:
Illustrator	DOT Code:	141.061-022	OE Code:
Advertising Clerk	DOT Code:	247.387-010	OE Code:

OCCUPATIONAL TASK: Creating an Advertising Campaign

OCCUPATIONAL COMPETENCY: To determine the best way to advertise a sale.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Advertising textbooks
2. Any retailing textbooks
3. Occupational Outlook Handbook
4. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. Students will need their own paper.
4. If you are unfamiliar with this activity, you may want to read over the student's packet.

ADVERTISING

OCCUPATIONAL TASK: Creating an advertisement

OCCUPATIONAL COMPETENCY: To determine the best way to advertise a sale.

LEARNING OBJECTIVE

When you have completed these activities, you will be able to recognize that advertising is directly responsible for the sale of merchandise. You will also be able to create advertising for newspapers and radios.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Art Director	DOT Code:	141.031-010	OE Code:
Commercial Designer	DOT Code:	141.081-014	OE Code:
Illustrator	DOT Code:	141.061-022	OE Code:
Advertising Clerk	DOT Code:	247.387-010	OE Code:

DUTIES:

Write headlines and slogans for newspapers, magazines, radio, and TV commercials.

Choose or draw artwork for ads.

Arange copy and art to devise a complete advertising layout.

WHERE EMPLOYED:

Advertising Agencies

Retail Stores

Manufacturing Companies

EMPLOYMENT OUTLOOK:

Professional advertising workers total about 140,000. Moderate employment increase through the 1970's. Competition is keen for available openings. Good opportunity for women in retail stores.

EDUCATION AND TRAINING:

Enrollment in DE/DCT program may be helpful. College degree in liberal arts or business with some advertising and marketing courses is preferred.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

Young people should have a flair for writing, imagination, salesmanship, and an understanding of people and motivation. Must be able to work under pressure to meet deadlines.

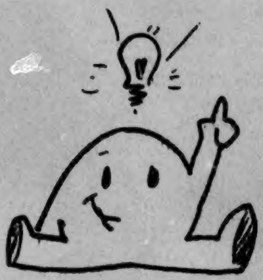
WAYS TO ENTER FIELD:

Apply to advertising agencies.

Apply to businesses.

Watch the newspaper advertisements.

Contact DE/DCT Coordinator.



CHANCE OF ADVANCEMENT:

May work as a Copy Chief or advance to Advertising Manager or Account Executive.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries start above minimum wage. See Salary Chart for additional information. Pay is higher in advertising agencies than in retail stores. Other available benefits may be hospitalization, profit sharing plans, paid vacations, and discounts.

WORKING CONDITIONS & LIFESTYLES:

Hours/Days:

Employees usually work 40 hours a week. May need to work overtime before sales.

CAREER INFORMATION

Physical Requirements:

Little physical exercise.

Ability to sit at desk for long periods of time.

Mental Requirements:

Ability to read and write legibly.

Ability to sketch.

Ability to be creative.

Physical Environment:

Work indoors at desk. Advertising is considered fairly clean work.

Interaction with People:

Work very closely with people in the advertising department, other department heads and account executives in the media. Pleasant personality will be helpful in this situation.

Type of Dress:

Neat and clean. Good grooming is necessary. Business attire.

LEARNING ACTIVITIES

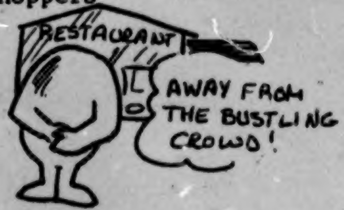
In this packet, you will complete the following learning activities:

SITUATION: You are the advertising manager of the PEEP DEPARTMENT STORE, located on Main Street, Your Town, USA. Your store is having a 25% off sale on all Tennis Equipment.

1. Write a radio advertisement for the sale.

2. Create an advertising layout to be used in the newspaper.

3. Given the following facts, write a statement to turn each of these possible disadvantages into advantages.
   - a. a restaurant located away from a major highway
   - b. a retailer who offers no credit to shoppers
   - c. a novel with 1800 pages
   - d. a newspaper that carries no comics
   - e. a perfume that changes scents
   - f. a rent-a-car company that is #2 in the nation
   - g. a mouthwash that tastes bad
   - h. an office for rent with no windows


RESTAURANT
AWAY FROM THE BUSTLING CROWD!

4. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

LEARNING ACTIVITY #3

Answer Key

Possible Answers:

a. Get away from the crowds

b. Our prices are lower because there is less recordkeeping

c. For hours of enjoyment

d. When you want the facts

e. Different scents for different moods

f. We're #2 so we try harder

g. Strong enough to kill germs

h. For complete concentration

Name ____________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it
1. Writing radio and newspaper advertisement.					
2. Writing statements turning disadvantages into advantages.					
3. Attitude Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Food Distribution

*Representative Job Titles with DOT and OE Codes

Grocery/Produce	DOT Code: 922.687-058	OE Code 04.0800
Head Grocery/Produce Clerk	DOT Code: 290.477-018	OE Code 04.0600

OCCUPATIONAL TASK: Completing Produce Inventory Forms

OCCUPATIONAL COMPETENCY: (1) Figure the cost of produce inventory presently in store and (2) keep produce inventory record cards up to date.

SUGGESTED RESOURCES

This packet is self-contained, however if you would like additional information, you may consult:

1. Business math textbooks
2. Grocery retailing textbooks
3. Career information booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER"S NOTES

Before handing this packet to a student:

1. Show and explain use of salary chart to students. This chart should accompany Business Occupations Exploratory packets.
2. Duplicate enough copies of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

COMPLETING PRODUCE INVENTORY FORMS

PRODUCE
INVENTORY

OCCUPATIONAL TASK: Completing Produce Inventory Forms

OCCUPATIONAL COMPETENCY: Figure the cost of produce inventory presently in store and keep produce inventory record cards up to date.

LEARNING OBJECTIVE

Upon completion of these activities you will be able to figure the cost of the produce inventory presently in the store by multiplying the average cost of each item by the quantity to arrive at the total cost. You will also be able to record the amount of produce bought and sold on individual inventory cards to arrive at a running total of inventory available in store.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Grocery/Produce Clerk DOT Code: 922.687-058 OE Code: 04.0600

Head Grocery/Produce Clerk DOT Code: 290.477-018 OE Code: 04.0600

DUTIES:

Maintains inventory records.

Assist in unloading delivery trucks.

Answer questions from customers concerning produce.

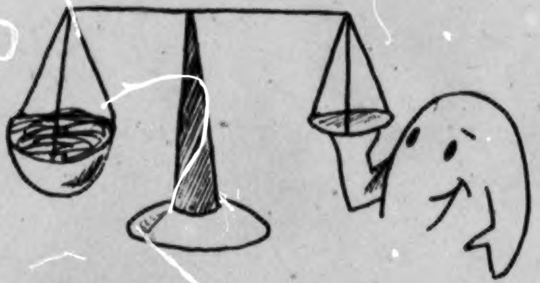
Bag produce items for customers.

Weigh produce items to determine price.

Sorts and stores perishable produce in refrigerated rooms.

Sweep and mop produce area.

Clean produce storage containers.



Moisten and chill lettuce and other greens to preserve freshness and crispness.

Maintain the supply and desirable look of fruits and vegetables.

Set up displays on counters, shelves, or in bins.

CAREER INFORMATION

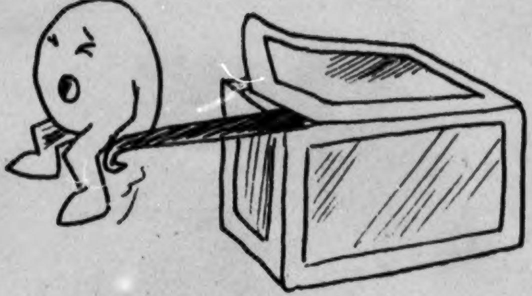
DUTIES:

Opens bales, crates, and other containers using handtools.

Marks materials with identifying information, using stencil, crayon or other marking devices.

Rotate fruits and vegetables so that the most recently delivered goods are on the bottom.

Records amounts of materials or produce received or distributed.



Mark date on produce boxes as they arrive at the store for stock control purposes.

Sorts and places produce on racks, shelves, or in bins according to predetermined sequence, such as size, type, style, or product code.

Reads production schedule, customer order, work order, shippimg order or requisition to determine items to be moved, gathered, or distributed.

Conveys materials and items from receiving or production areas to storage or to other designated areas by hand, handtruck, or electric handtruck.

CAREER INFORMATION

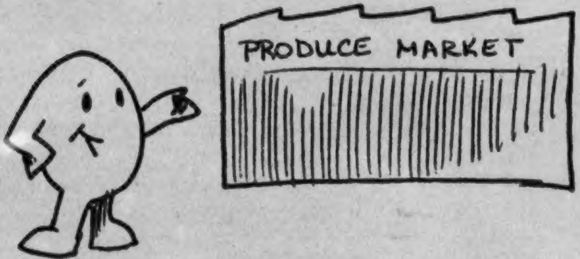
WHERE EMPLOYED:

Supermarkets

Large chain stores

Small neighborhood grocery stores

Specialty shops (produce market)



EMPLOYMENT OUTLOOK:

Employment in food marketing industry is expected to rise throughout the mic-1980's. In addition to the jobs from employment growth, each year thousands of jobs will become available as employees retire or stop working for other reasons. Many of these jobs will be part-time. There will be strong competition for jobs because little training is needed and many people will be able to do this type of work.

CAREER INFORMATION

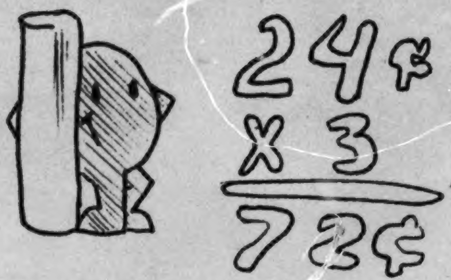
EDUCATION AND TRAINING:

Enrollment in DE/DCT program may be helpful.

High school diploma preferred. Many employers provide on-the-job training.

SPECIAL QUALIFICATIONS:

Young people planning to become produce clerks should be able to repeat the same task many times accurately. Knowledge of basic math, ability to make change, ability to weigh produce on scale to determine cost of item, accuracy, honesty, dependability, manual dexterity, neat appearance and pleasant personality.



WAYS TO ENTER FIELD:

Watch newspaper ads.

Ask firends and family about job openings.

Ask counselors or job placement coordinator at school.

Contact DE/DCT Coordinator.

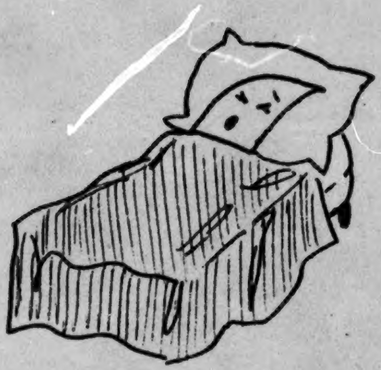
CAREER INFORMATION

CHANCE OF ADVANCEMENT:

May be promoted to head produce clerk, department head or manager but may need additional training for these jobs.

EARNINGS AND ADDITIONAL BENEFITS:

Salary usually starts minimize wage or higher. (See salary chart for additional information.) Other benefits such as hospitalization, insurance, paid sick leave, paid vacation, furnished uniforms may be available.

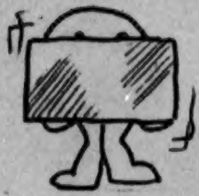


WORKING CONDITIONS/LIFESTYLE:

Hours/Days:

Full-time employee usually works 40 hours a week. Days and hours may be flexible with some evenings. Saturdays or Sundays expected.

CAREER INFORMATION **Physical Requirements**:



Ability to lift up to 50 pounds.

Opportunity for exercise on job not confined to a job which requires sitting all day.

Manual dexterity (use of hands to sort, clean, package, weigh, and display produce).

Physical Environment:

Work usually indoors. Produce clerks are not exposed to changing weather conditions. Working with produce considered fairly clean work.

Interaction with People:

Opportunity to meet and work with public. Pleasant personality and friendly nature will be helpful in this type of work.

Type of Dress:

Neat and clean. Good grooming necessary. Some companies may provide uniform. Type of dress may vary with different coompanies.

LEARNING ACTIVITIES

In this packet, you will compelte the following learning activities:

1. Figure cost of the produce inventory presently in store by multiplying the quantity by the unit cost to arrive at the total cost of each item. Determine total cost of the inventory by adding the total cost column. Complete worksheet #1.

2. Keep produce inventory record cards up to date by making entries as inventory changes. Complete worksheets #2 and 3.

3. Complete the Student Atitude Sheet which describes your feelings toward the activities you have completed.

EVALUATIONS

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

Figure the cost of the produce inventory presently in store by multiplying the quantity by the unit cost to arrive at the total cost of each item. Determine the total cost of the inventory by adding the total cost column.

QUANTITY	DESCRIPTION OF ITEM	UNIT COST	TOTAL COST
80	Grapefruti, white	.25/each	________
40	Grapefruit, pink	.30/each	________
106	Lemons	.07 each	________
23	Limes	.25/each	________
14	Watermelons	1.89/each	________
21 quarts	Strawberries, quarts	1.18/quart	________
33 pints	Strawberries, pints	.65/pint	________
19 bags	Oranges, 5-lb bags	1.60/bag	________
27 bags	Oranges, 3-lb bags	.99/bag	________
103	Apples	.18/each	________
46 lbs.	Bananas	.13/lb.	________
145	Tangerines	.05/each	________
28	Cantaloupes	.60/each	________
11 pints	Raspberries, pints	1.49/pint	________
14 pints	Blueberries, pints	1.49/pint	________
66	Pears	.22/each	________
12	Avocados	.53/each	________
53 lbs.	Peaches	.21/lb	________
30 lbs.	Grapes, white	.89/lb	________
60 lbs.	Grapes, purple	.59/lb	________
		TOTAL	________

WORKSHEET #2

INVENTORY RECORD CARD

Item: Lettuce

Date	Amount Purchased	Amount Sold	Total on Hand

Keep inventory record cards up to date by making the following entries on the form above:

7-1	Purchased 200 heads lettuce
7-2	Sold 60 heads lettuce
7-4	Sold 45 heads lettuce
7-6	Purchased 150 heads lettuce
7-8	Purchased 70 heads lettuce
7-10	Sold 88 heads lettuce
7-11	Sold [illegible] lettuce

WORKSHEET #3

INVENTORY RECORD CARD

Item: Grapefruit

Date	**Amount Purchased**	**Amount Sold**	**Total on Hand**

Keep inventory record cards up to date by making the following entries on the form above:

7-3 Purchased 190 grapefruits

7-5 Purchased 45 grapefruits

7-5 Sold 68 grapefruits

7-6 Sold 60 grapefruits

7-7 Sold 43 grapefruits

7-8 Purchased 100 grapefruits

7-9 Sold 38 grapefruits

WORKSHEET #1

QUANTITY	DESCRIPTION OF ITEM	UNIT COST	TOTAL COST
80	Grapefruit, white	.25/each	$ 20.00
40	Grapefruit, pink	.30/each	$ 12.00
106	Lemons	.07 each	$ 7.42
23	Limes	.25/each	$ 5.42
14	Watermelons	1.89/each	$ 26.46
21 quarts	Strawberries, quarts	1.18/quart	$ 24.78
33 pints	Strawberries, pints	.65/pint	$ 21.45
19 bags	Oranges, 5-lb bags	1.60/bag	$ 30.40
27 bags	Oranges, 3-lb bags	.99/bag	$ 26.73
103	Apples	.18/each	$ 18.54
46 lbs.	Bananas	.13/lb.	$ 5.98
145	Tangerines	.05/each	$ 7.25
28	Cantaloupes	.60/each	$ 16.80
11 pints	Raspberries, pints	1.49/pint	$ 16.39
14 pints	Blueberries, pints	1.49/pint	$ 15.26
66	Pears	.22/each	$ 14.52
12	Avocados	.53/each	$ 6.36
53 lbs.	Peaches	.21/lb	$ 11.13
30 lbs.	Grapes, white	.89/lb	$ 26.70
60 lbs.	Grapes, purple	.59/lb	$ 35.40
		TOTAL	

WORKSHEET #2 KEY

Item: Lettuce

Date	Amount Purchased	Amount Sold	Total On Hand
7-1	200	60	200
7-2		45	140
7-4			95
7-6	150		245
7-8	70		315
7-10		88	227
7-11		24	203

WORKSHEET #3 KEY

Item: Grapefruit

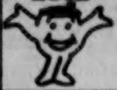
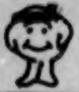
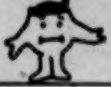
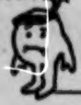
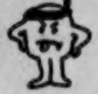
Date	Amount Purchased	Amount Sold	Total On Hand
7-3	190		190
7-5	45		235
7-5		68	167
7-6		60	107
7-7		43	64
7-8	100		164
7-9		38	126

Name ____________________

Occupational Cluster and Number ____________________

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

	Enjoyed it very much 	Liked it 	Didn't Like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it 
1. Figuring the cost of produce inventory presently in the store?					
2. Keeping produce inventory record cards up to date?					
3. Are you now aware of jobs using these skills or activities?	Yes	No			
4. Would you like to find out more about this area of work?					

6. Comments ____________________

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Food Distribution

*Representative Job Titles with DOT and OE Codes

Assistant Store Manager/
Management Trainee DOT Code: 189.167-018 OE Code: 04.0600

OCCUPATIONAL TASK: Training personnel for retail food store work.

OCCUPATIONAL COMPETENCY: Train employees in checking completed time cards and invoices for accuracy and correcting any errors made.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Textbooks on principles of management
2. Textbooks on principles of retailing
3. Textbooks on principles of marketing
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

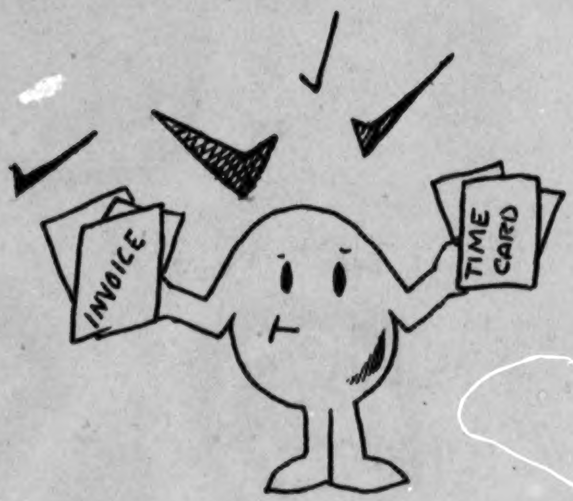
Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

4. Business Occupations Exploratory packets for the assistant store manager and store manager are very similar due to the similarity in these two occupations. You may wish to consider giving students the option of completing only one of these packets to avoid repetition.

5. Upon completion of the worksheets, the student should explain the corrections made in the worksheets to you. The student will play the role of the assistant store manager and the teacher will play the role of the employee.

TRAINING PERSONNEL FOR RETAIL FOOD STORE WORK



OCCUPATIONAL TASK: Training personnel for retail food store work.

OCCUPATIONAL COMPETENCY: Train employees in checking completed time cards and invoices for accuracy and correcting any errors made.

LEARNING OBJECTIVE

When you have completed these activities you will be able to correct errors made in time cards and invoices, and explain the corrections made while playing the role of the assistant store manager.

EVALUATION

You will complete and hand in the worksheets in this packet and explain the corrections you have made to the teacher. You will play the role of the assistant store manager and she will play the role of the employee. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Assistant Store Manager/
Management Trainee DOT Code: 189.167-018 OE Code: 04.0600

DUTIES:

Assists the store manager in performing the following duties:

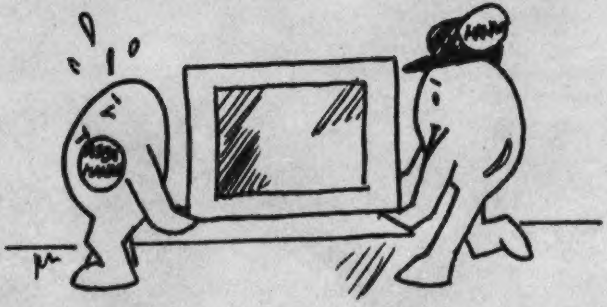
Hiring store personnel.

Training store personnel.

Assigning duties to personnel.

Promoting personnel as vacancies occur.

Maintaining good public relations.



Recommending increases in salary for personnel.

Terminating employment of personnel when necessary.

Ordering products when stock runs low.

Making reports, taking, and verifying inventory.

Keeping record of inventory in store at all times.

Supervising selling, maintenance, and clerical personnel.

Dealing with customer grievances.

CAREER INFORMATION

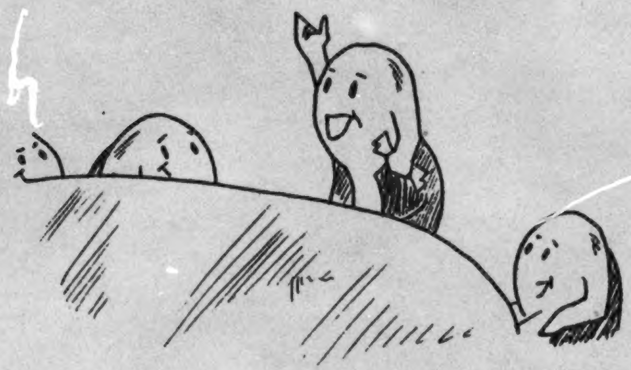
DUTIES:

Selecting appropriate advertising for store.

Maintaining good feelings within the staff.

Deciding what products go on special sales.

Conducting meetings with store personnel.



Acts in place of manager anytime he is not present in store.

Performs assigned duties, under close direction of experienced personnel, to gain knowledge and experience required for promotion to management positions.

Receives training and performs duties in departments such as credit, customer relations, accounting, or sales to become familiar with line and staff functions, operations, management viewpoints, and policies that affect each phase of business.

Observes and studies techniques and traits of experienced workers in order to acquire knowledge of methods, procedures, and standards required for performance of departmental duties.

CAREER INFORMATION

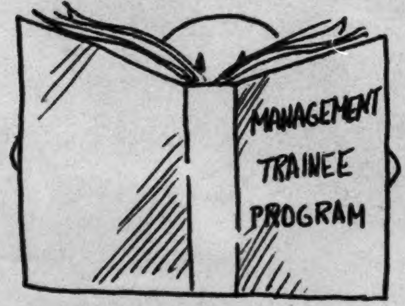
WHERE EMPLOYED:

Supermarkets

Large chain stores

Small neighborhood grocery stores

Speciality shops (bakery, meat store)



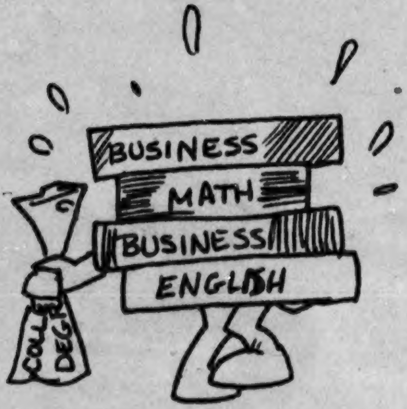
EMPLOYMENT OUTLOOK:

The producing and selling of food is the largest business in the country. Most people who enter food retailing will find the employment outlook to be favorable. Food is an essential item in the economy--so there will always be a demand for workers in this industry--and the workers must be supervised by assistant managers and managers. Employment in food retailing is a fairly stable field, even during depression times. Both men and women are given the opportunity to become management trainees.

CAREER INFORMATION

EDUCATION AND TRAINING:

There are no specified educational requirements for assistant store managers. Enrollment in DE/DCT Program may be helpful. Generally, however, a high school diploma is recommended for those who hope to work up to management trainee positions. Many assistant store managers have attended college or hold college degrees. Courses taken in business management and economics prove to be helpful. In preparation for a career as an assistant store manager, the student should take courses in business math, accounting, business English, advertising, and business management. Training is available in high schools, vocational schools or college.



CAREER INFORMATION

EDUCATION AND TRAINING:

The young person who is interested in store management but is unable to attend college may consider obtaining a job in a store to acquire experience and, after starting work, attending classes at night in a vocational school, junior college, or four-year college to take courses which will prepare that person for a more responsible position. Many larger companies may provide their own training programs for assistant managers.

SPECIAL QUALIFICATIONS:

Good health and energy are important requirements. Most assistant managers spend approximately 60 hours a week on the job. The young person who desires to enter a management trainee program should be able to get along well with other people.

WAYS TO ENTER FIELD:

Promotion from within the company from jobs of lesser responsibility.

Apply for management trainee program.

Contact DE/DCT Coordinator for more information.

CHANCE OF ADVANCEMENT:

The person who obtains a job in a supermarket may advance from cashier or bagger to a regular

CAREER INFORMATION

CHANCE OF ADVANCEMENT:

assignment, in one of several departments of the store. The next step may then be to head of one of the departments. After some months or years of experience in this capacity, that person may be promoted into an assistant manager's job. The final step, after gaining the proper experience, may be to the position of store manager.

DEPT. MANAGER

ASST. MANAGER

EARNINGS AND ADDITIONAL BENEFITS:

INSURANCE
CARD

The salary for retail food store assistant managers varies with the size of the store, its ownership, the size of the population which it serves, and the percentage of the community population which it draws as customers. (See salary chart for additional information.) Other benefits such as hospitalization, insurance, paid sick leave, paid vacation, furnished uniforms may be available.

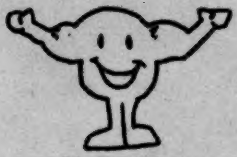
CAREER INFORMATION

WORKING CONDITIONS AND LIFESTYLES:

Hours/Days:

Most assistant managers spend approximately 60 hours a week on the job. Days and hours may be flexible with some evenings, Saturdays, or Sundays expected.

Physical Requirements:

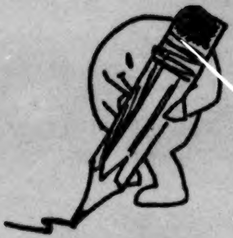


Good health.

Abundant energy.

Ability to stand and walk several hours at a time.

Mental Requirements:



Common sense may be the assistant store manager's most important quality. He must be able to approach problems objectively, weigh the objectives and make wise decisions. The assistant store manager must be able to read, write legibly, work with figures and business forms. The ability to remain alert after long hours on the job is also necessary.

Physical Environment:

ASST.
MANAGER

Most retail food stores are pleasant places in which to work. They are clean, well lighted, well heated in winter and air-conditioned in summer. Many stores are cheerfully decorated. The assistant manager and manager may have comfortable offices in which to work.

CAREER INFORMATION

Interaction with People:

Young people who wish to work up to an assistant manager's or manager's position should be able to get along well with other people. Assistant managers have the opportunity to work with their employees, customers, delivery people, food salesmen and maintenance workers.

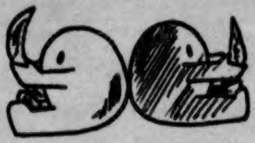
Type of Dress:

Most assistant managers are required to wear business attire. They need to be neat, clean and well dressed as they set an example for other employees in the store.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. Worksheet 1-A--check the completed invoice for errors. Complete the blank invoice form on Worksheet 1-B showing all corrections you have made. When you have completed the work, play the role of the assistant manager and explain all corrections you have made to the teacher who will play the role of an employee in the store.



2. Worksheet 2-A--check the completed time card for errors. Complete the time card form on Worksheet 2-B showing all corrections you have made. When you have completed the work, play the role of the assistant manager and explain all corrections you have made to the teacher who will play the role of an employee in the store.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet and explain the corrections you have made to the teacher. You will play the role of the assistant store manager and she will play the role of the employee. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET 1-A

To complete this activity, check the completed invoice below for errors. Complete the blank invoice form on Worksheet 1-B showing all corrections you have made.

When you have completed the work, play the role of the assistant manager and explain all corrections you have made to the teacher who will play the role of an employee in the store.

WHOLESALE SUPPLY COMPANY
11 Baird Street, Dayton, Ohio 44356 (316) 599-6788

Sold to: Tom's Grocery
411 Peep Lane
Richmond, Virginia 35543

Date: May 11, 19__

Order No.: GJ-9908

Shipped Via: REA Express

Quantity	Description	Unit Price	Amount
7 cases	NX-11 Wax Paper	$24.50/case	$168.50
12 cases	QA-08 Kleenex	$14.45/case	$173.40
6 cases	AV-77 Napkins	$12.50/case	$ 95.25
10 cases	LU-28 Paper Towels	$21.00/case	$190.00
20 cases	EX-09 Garbage Bags	$ 9.95/case	$199.00
8 cases	BI-34 Paper Plates	$19.65/case	$157.20
		TOTAL	$983.35

---

12 CASES KLEENEX
×
$14.45/CASE
$173.40

WORKSHEET 1-B

WHOLESALE SUPPLY COMPANY
11 Baird Street, Dayton, Ohio 44356 (316) 599-6788

Sold to: Tom's Grocery
411 Peep Lane
Richmond, Virginia 35543

Date: May 11, 19__

Order No.: GJ-9908

Shipped Via: REA Express

Quantity	Description	Unit Price	Amount
		TOTAL	

WORKSHEET 2-A

To complete this activity, check the completed time card below for errors. Complete the time card form on Worksheet 2-B showing all corrections you have made.

When you have completed the work, play the role of the assistant manager and explain all corrections you have made to the teacher who will play the role of an employee in the store.

TOM'S GROCERY

NAME ______________________________

Date	In	Out	In	Out	Hours Worked	Wages Per Hour	Total Paid
2/1	8:00	12:00	1:00	5:00	8	$2.90	$ 23.20
2/2	7:00	11:00	12:00	4:00	7	$2.90	$ 20.20
2/3	8:00	12:00			4	$2.90	$ 11.60
2/4	3:00	7:00	8:00	12:00	8	$2.90	$ 21.20
2/5	8:00	12:00	1:00	3:00	5	$2.90	$ 14.50
2/6			12:00	4:00	6	$2.90	$ 17.40
				TOTALS	36		$108.10

8:00 until 12:00 = 4 hours
1:00 until 5:00 = 4 hours

Total 8 hours

$2.90
x 8 hours
$23.20

WORKSHEET 2-B

TOM'S GROCERY

NAME ______________________

Date	In	Out	In	Out	Hours Worked	Wages Per Hour	Total Paid
			TOTALS				

WORKSHEET 1-B

Answer Key

Quantity	Description	Unit Price	Amount
7 cases	NX-11 Wax Paper	$24.50/case	$171.50
12 cases	QA-08 Kleenex	$14.45/case	$173.40
6 cases	AV-77 Napkins	$12.50/case	$ 75.00
10 cases	LU-28 Paper Towels	$21.00/case	$210.00
20 cases	EX-09 Garbage Bags	$ 9.95/case	$199.00
8 cases	BI-34 Paper Plates	$19.65/case	$157.20
		TOTAL	$986.10

WORKSHEET 2-B

Answer Key

Date	In	Out	In	Out	Hours Worked	Wages Per Hour	Total Paid
2/1	8:00	12:00	1:00	5:00	8	$2.90	$ 23.20
2/2	7:00	11:00	12:00	4:00	8	$2.90	$ 23.20
2/3	8:00	12:00			4	$2.90	$ 11.60
2/4	3:00	7:00	8:00	12:00	8	$2.90	$ 23.20
2/5	8:00	12:00	1:00	3:00	6	$2.90	$ 17.40
2/6			12:00	4:00	4	$2.90	$ 11.60
			TOTALS		38		$110.20

Name ____________________

Occupational Cluster & Number Marketing and Distribution (3.07.3.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it
1. Checking and correcting invoice?					
2. Checking and correcting time cards?					
3. Playing the role of the assistant manager?					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

____

____

BUSINESS OCCUPATIONS EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Food Distribution

*Representative Job Titles with DOT and OE Codes

Manager, Retail Store DOT Code: 185.167-046 OE Code: 04.0600

OCCUPATIONAL TASK: Hiring personnel for retail food store.

OCCUPATIONAL COMPETENCY: Identify questions a retail food store manager might ask an applicant during an interview.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Textbooks on principles of management
2. Textbooks on principles of retailing
3. Textbooks on principles of marketing
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

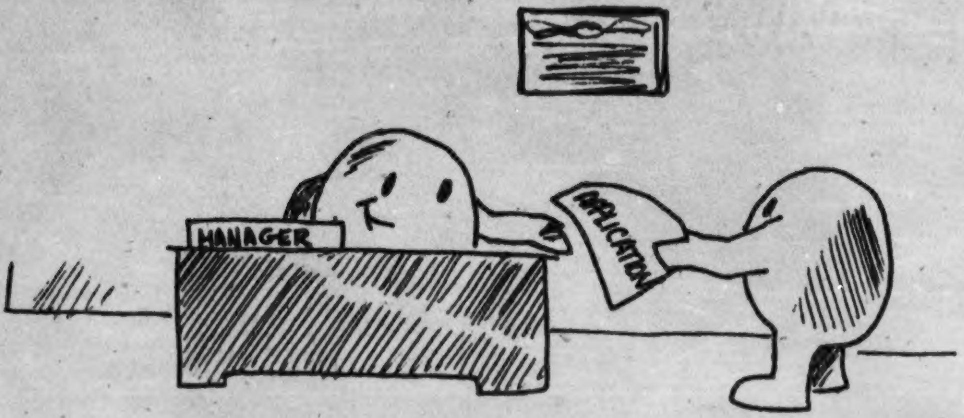
Before handing this packet to a student:

1. Show and explain use of salary chart to students. This chart should accompany Business Occupations Exploratory packets.
2. Duplicate enough copies of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

4. Review suggested list of questions that may be asked by a retail food store manager during an interview listed in Worksheet #1 Key. Note: Teacher should use discretion with students' answers.

5. Completion of Worksheet #2 requires two students to participate in a role-playing situation. The teacher should observe the students participating in Worksheet #2 activity.

HIRING PERSONNEL FOR RETAIL FOOD STORE



OCCUPATIONAL TASK: Hiring personnel for retail food store

OCCUPATIONAL COMPETENCY: To identify questions a retail food store manager might ask an applicant during an interview.

LEARNING OBJECTIVE

When you have completed these activities you will be able to list ten questions a retail food store manager might ask an applicant. You will also be able to act as the manager and/or the applicant in a role-playing situation.

EVALUATION

You will complete and hand in the first worksheet in this packet. You will participate in the role-playing activity described in Worksheet #2. The teacher will observe you participating in this activity. Complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Manager, Retail Store DOT Code: 185.167-046 OE Code: 04.0600

DUTIES:

Hires store personnel

Trains store personnel

Assigns jobs to personnel

Promotes personnel as vancancies occur

Recommends increases in salary for personnel

Terminates employment of personnel when necessary

Maintains good public relations

Makes reports, takes and verifies inventory

STOCK
ORDER

Orders products when department heads notify you they are low or out of stock

Keeps record of approximate inventory of most shelves in the store at all times

Sees that bookkeeper, head checker, or cashier starts the registers each morning

Directs operation of a retail food store and is responsible for every phase of it's profitable operation.

CAREER INFORMATION

DUTIES:

Supervises selling and maintenance employees as well as clerical and other non-selling employees

Supervision of maintenance of physical facilities, management of stock, accounting for expenditures and receipts

Goes over record of daily receipts and looks over bank deposits before they are made

Sees that books are in order for regular auditing procedures

Oversees assistant manager, heads of separate departments (such as produce manager, meat manager, head checker) and other personnel such as bookkeepers, clerks, checkers, baggers, stock persons, wrappers, etc...

If differences of opinion or personality clashes arise among employees, the manager is called upon to restore good feelings within the staff.

Deals with customer grievances to restore good will toward the store

Selects appropriate advertising for store

Decides what products will go on special sales

Conducts meetings with personnel to discuss changes involving employees (schedule changes, etc...)

CAREER INFORMATION

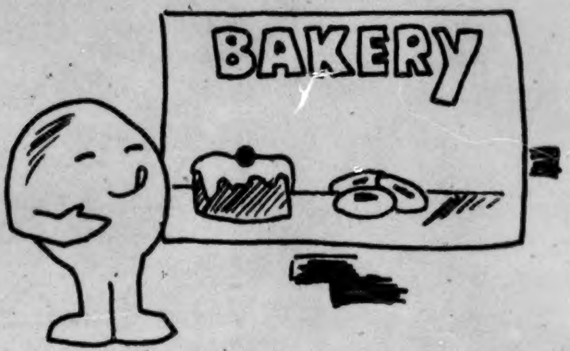
WHERE EMPLOYED:

Supermarkets

Large chain stores

Small neighborhood grocery stores

Specialty shops (bakery, meat store)



EMPLOYMENT OUTLOOK:

The producing and selling of food is the largest business in the country. Most people who enter food retailing will find the employment outlook to be favorable. Food is an essential item in the economy--so there will always be a demand for workers in this industry--and workers must be supervised by managers. Employment in food retailing is a fairly stable field, even during depression times. Both men and women find employment in supermarkets or food store operations and both are given the opportunity to become retail food store managers.

CAREER INFORMATION

EDUCATION AND TRAINING:

There are no specified educational requirements for store managers. Generally, however, a high school diploma is recommended for those who hope to work up to a store manager's position. Many store managers today have attended college or hold college degrees. Courses taken in business management and economics prove to be helpful. In preparation for a career as a store manager, the student should take courses in business math, accounting, business English, advertising, and business management. Training is available in high schools, vocational schools, or college.

HIGH SCHOOL

The young person who is interested in store management but is unable to attend college may consider obtaining a job in a store to acquire experience. After starting work, you may take courses at night in a vocational school, junior college, or four-year college that will prepare you for a more responsible position. Many larger companies may provide their own training programs for managers.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

Good health and energy are important requirements. Most managers spend approximately 60 hours a week on the job. The young person who aspires to a manager's job should be able to get along well with other people. The success of the work may depend upon those who work for the manager, those for whom the manger works, and those who buy from the manager.

WAYS TO ENTER FIELD:

DE / DCT
COORDINATOR

Promotion from within the company from jobs of lesser responsibility

Apply for management trainee program

Contact DE/DCT Coordinator for more information

CHANCE OF ADVANCEMENT:

The person who obtains a job in a supermarket may advance from cashier or bagger to a regular assignment in one of several departments of the store. The next step may then be to head one of the departments. After some months or years of experience in this capacity, that person may be promoted into an assistant manager's job. The final step, after gaining the proper experience, may be to the position of store manager.

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

Income for retail food store managers varies with the size of the store, its ownership, the size of the population which it serves, and the percentage of the community population which it draws as customers. (See salary chart for additional information.) Other benefits such as hospitalization, insurance, paid sick leave, paid vacation, furnished uniforms may be available.

WORKING CONDITIONS/LIFESTYLE:

Hours/Days: Most managers spend approximately 60 hours a week on the job. Days and hours may be flexible with some evenings, Saturdays, or Sundays expected.

Physical Requirements:

Good health

Abundant energy

Ability to stand and walk several hours at a time

CAREER INFORMATION

Mental Requirements:

Common sense may be the store manager's most important quality. He must be able to approach problems objectively, weigh the objectives, and make wise decisions. The store manager must be able to read, write legibly, work with figures and business forms. The ability to remain alert after long hours on the job is also necessary.

Physical Environment:

MANAGERS
OFFICE

Most retail food stores are pleasant places in which to work. They are clean, well lighted, and well heated in winter and air-conditioned in summer. Many stores are cheerfully decorated. The manager may have a comfortable office inside the store.

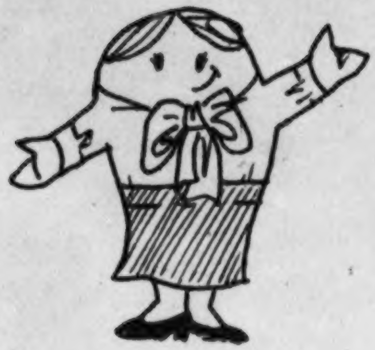
Interaction With People:

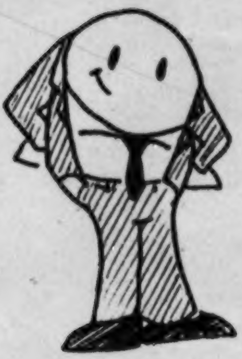
Young people who wish to work up to a manager's position should be able to get along well with other people. Managers have the opportunity to work with their employees, customers, delivery people, food salesmen, and maintenance workers.

CAREER INFORMATION

Type of Dress:

Most managers are required to wear business attire. They need to be neat, clean, and well groomed as they set an example for other employees in the store.





LEARNING ACTIVITIES

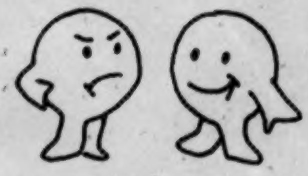
In this packet, you will complete the following learning activities:

1. In worksheet #1 you will write down ten questions you feel a retail food store manager would ask an applicant. Complete worksheet #1.

2. In Worksheet #2 you will use the questions you have listed in Worksheet #1. Choose a classmate and take turns acting as the manager and the applicant and practice asking each other the questions from Worksheet #1 in a role-playing situation as if you were participating in an actual interview. Complete worksheet #2.

MANAGER
APPLICANT

3. Complete the Student Attidude Sheet which describes your feelings toward the activities you have completed.



EVALUATION

You will complete and hand in the first worksheet in this packet. You will participate in the role-playing activity described in Worksheet #2. The teacher will observe you participating in this activity. Complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, you will write down ten questions you feel a retail food store manager mgiht ask an applicant:

AS MANAGER OF A RETAIL STORE, I AM RESPONSIBLE FOR HIRING ALL PERSONNEL. HERE ARE SEVERAL QUESTIONS I MIGHT ASK AN APPLICANT DURING AN INTERVIEW:

Do you want part-time or full-time work?

What qualifications do you have for the job?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

WORKSHEET #2

In Worksheet #2 you will use the questions you have listed on Worksheet #1. Choose a classmate and take turns acting as the manager and the applicant and practice asking each other the questions from Worksheet #1 in a role-playing situation as if you were participating in an actual interview.

First, play the role as the manager and have your classmate play the role as the applicant. Ask your classmate the questions you have listed in your first worksheet.

Second, play the role as the applicant and have your classmate play the role as the manager. Have your classmate ask the questions he has listed in Worksheet #1.

QUESTIONS FOR APPLICANTS

WORKSHEET #1 KEY

Teacher Note: Below is a suggested list of questions that may be asked by a retail food store manager during an interview. Teacher should use discretion with students answers.

1. Why would you like to work for this company?
2. Do you have any past experience working in a retail food store?
3. Have you worked in any job before?
4. What jobs have you had? Why did you leave these jobs?
5. Are you looking for permanent full-time work or part-time work?
6. What particular job in our company would you like best?
7. What do you want to be doing in five years? In ten years?
8. What qualifications do you have for this job?
9. What subjects have you taken in shcool that have prepared you for a job with our company?
10. Do you prefer working alone or with others?
11. Do you like meeting and working with the public?
12. What are your strengths? Your weaknesses?
13. Do you plan to attend night classes or college/vocational school?
14. Do you object to working evening shifts or on Saturdays and Sundays?
15. How many days were you absent from school or work this past year?
16. When are you available to start working?
17. How do you feel about working overtime?
18. What are your hobbies or how do you spend your leisure time?
19. Do you plan to work and live in this area for several years?
20. Are you interested in working up to management level?

WORKSHEET #2 KEY

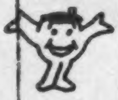
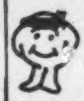
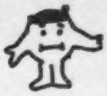
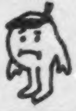
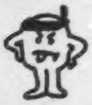
The teacher should review the questions the students have listed on Worksheet #1. If the student needs help with Worksheet #1 use some of the questions listed above in Worksheet Key #1. The teacher should observe the role-playing situation and offer suggestions to the students on participating in an interview.

Name ______________________________

Occupational Cluster and Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very inter-ing 	Didn't enjoy any part of it 
1. Identifying questions a retail food store manager might ask an applicant					
2. Playing the role of the manager					
3. Playing the role of the applicant					
	Yes	No			
4. Are you now aware of jobs using these skills or activities?					
5. Would you like a job involving these skills or activities?					
6. Would you like to find out more about this area of work?					

7. Comments ______________________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Food Service

*Representative Job Titles with DOT and OE Codes

Management Trainee DOT Code: 189.167-018 OE Code: 04.0700

Assistant Manager DOT Code: 187.167-106 OE Code: 04.0700

OCCUPATIONAL TASK: Hiring Personnel

OCCUPATIONAL COMPETENCY: To identify questions a restaurant manager might ask an applicant, during an interview.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Career Information booklets
2. Occupational Outlook Handbook
3. Dictionary of Occupational Titles
4. Marketing Textbooks
5. Management Textbooks

TEACHER'S NOTES

Before handing this packet to a student:

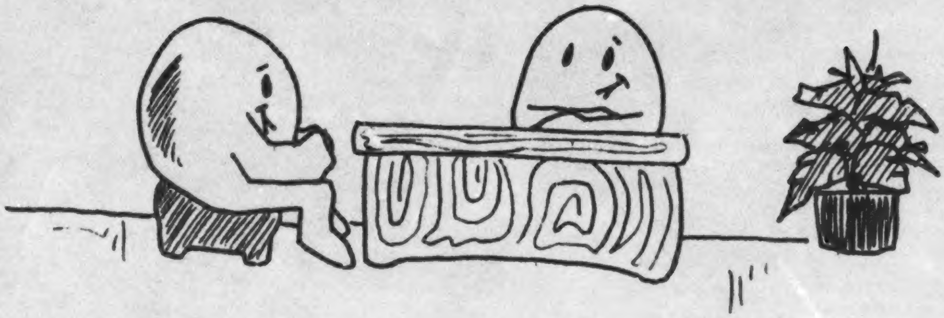
1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.

3. If you are unfamiliar with this activity, you may want to read over the student's packet.

4. Completion of Worksheet #2 requires two students to participate in the role playing activity.

5. Review suggested list of questions that may be asked by a restaurant manager during an interview listed on Worksheet #1 Key.
   NOTE: Teacher should use discretion with students answers and observe students participating in role playing activity.

HIRING PERSONNEL



OCCUPATIONAL TASK: Hiring Personnel

OCCUPATIONAL COMPETENCY: To identify questions a restaurant manager might ask an applicant during an interview.

LEARNING OBJECTIVE

When you have completed these activities you will be able to list 10 questions a restaurant manager might ask an applicant. You will also be able to act as the manager in a role playing situation.

EVALUATION

You will complete and hand in the first worksheet in this packet. You will then participate in the role playing activity described on Worksheet #2. The teacher will observe you participating in this activity. Complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Management Trainee	DOT Code:	189.167-018	OE Code:	04.0700
Assistant Manager	DOT Code:	187.167-106	OE Code:	04.0700

DUTIES:

Hiring of employees.

Training of employees.

Supervising of employees.

Maintaining efficiency of employees.

Selects food, supplies and equipment.

Keep records and accounts.

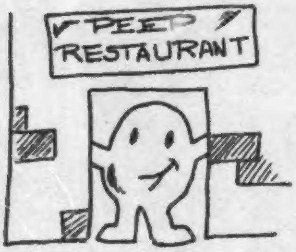
Plan or approve menu.

Enforce sanitation regulations.

Deal with customers.

May take over duties of manager in his absence.

WHERE EMPLOYED:



Chain restaurants

Independently owned restaurants

Hotels and Motels

Department Stores

Clubs

EMPLOYMENT OUTLOOK:

Employment is expected to increase through the mid-1980's. In addition to openings arising from employment growth, thousands of openings are expected each year due to turnover, the need to replace experienced employees who find other jobs, retire, or stop working for other reasons.

CAREER INFORMATION

EDUCATION AND TRAINING:

College degree in restaurant or institutional management or business administration recommended. Some on-the-job training may be useful.

SPECIAL QUALIFICATIONS:

Initiative, imagination, ingenuity, salesmanship, and a head for business. Tack, good personality, and ability to get along with people helpful.

WAYS TO ENTER FIELD:

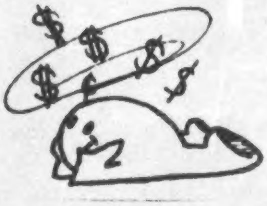
Promotion from within the company from jobs of lesser responsibility.

Apply for managment trainee program. Additional information may be obtained from DE/DCT Coordinator.

CHANCE OF ADVANCEMENT:

An Assistant Manager can move to a larger restaurant, a better paying position, or may be promoted to manager.

EARNINGS AND ADDITIONAL BENEFITS:

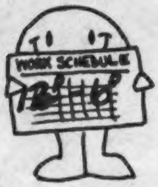


Salaries may differ widely because of differences in duties and responsibilites. Size of the restaurant, its ownership and the size of the population it serves may also affect salaries. (See salary chart for additional information.) Other benefits such as hospitalization, insurance, paid sick leave, paid vacation may be available.

CAREER INFORMATION

WORKING CONDITIONS & LIFESTYLES:

Hours/Days:



Most assistant managers work between 48-50 hours a week. Days and hours may be flexible with some evenings, weekends, and holidays expected.

Physical Requirements:

Good health

Physical stamina

Mental Requirements:

Ability to remain alert after long hours on the job.

Ability to read and write legibly.

Ability to work with figures and business forms.

Knowledge of mathematics, accounting, and business procedures.

Physical Environment:

Most restaurants are clean, well lighted, well heated in winter and air-conditioned in summer. The manager and assistant manager may have comfortable offices within the restaurant.

Interaction with People:

Those who wish to work up to a manager's position should be able to get along well with people. Managers and Assistant Managers have the

Interaction with People:

opportunity to work with their employees, customers, delivery people, food salesmen, and maintenance workers.

Type of Dress:

Most assistant managers are required to wear business attire. They need to be neat, clean and well groomed.

LEARNING ACTIVITIES

With this packet, you will complete the following learning activities:

1. Worksheet #1 - You will write down 10 questions you feel a restaurant manager would ask an applicant during an interview.

2. Worksheet #2 - You will use the questions you have listed on Worksheet #1. Choose a classmate and take turns acting as manager and applicant. Practice asking each other the questions from Worksheet #1 in a role playing situation as if you were participating in an actual interview.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the first worksheet in this packet. You will participate in the role playing activity described on Worksheet #2. The teacher will observe you participating in this activity. Complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, you will write down ten questions you feel a restaurant manager might ask an applicant:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

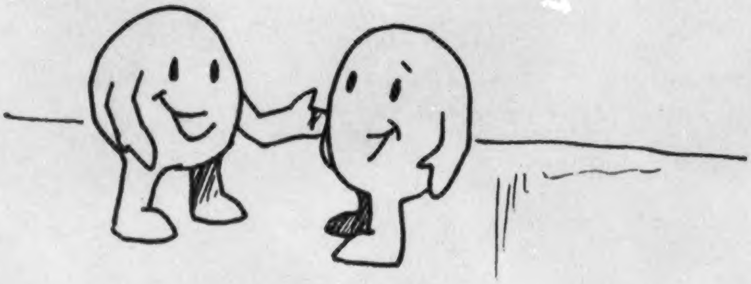
? DO YOU HAVE ANY EXPERIENCE?
? ?

WORKSHEET #2

In Worksheet #2 you will use the questions you have listed on Worksheet #1. Choose a classmate and take turns acting as manager and the applicant. Practice asking each other the questions from Worksheet #1 in a role playing situation as if you were participating in an actual interview.

First, the manager is out of town and you as assistant manager have taken over. Play the role of the manager and have your classmate play the role of the applicant.

Second, play the role of the applicant and have your classmate play the role of manager.



WORKSHEET #1

Answer Key

Teacher Note: Below is a suggested list of questions that may be asked by a restaurant manager during an interview. Teacher should use discretion with students answers.

1. Why would you like to work for this restaurant?
2. Do you have any past experience in restaurant work?
3. Have you worked in any job before?
4. What jobs have you had? Why did you leave these jobs?
5. What particular job in our restaurant would you like best?
6. Are you looking for permanent full-time work or part-time work?
7. What qualifications do you have for this job?
8. Do you like meeting and working with the public?
9. Do you object to working evening shifts or weekends?
10. What subjects have you taken in school that have prepared you for a job with a restaurant?
11. Do you prefer working alone or with others?
12. Do you plan to work and live in this area for several years?
13. When are you available to start working?
14. Are you interested in working up to management level?
15. How do you feel about working overtime?

WORKSHEET #2

Answer Key

The teacher should review the questions the student has listed on Worksheet #1. If the student needs help with Worksheet #1, use some of the questions listed above on Worksheet #1 Key. The teacher should observe the role playing situation and offer suggestions to the students on participating in an interview.

Name ______________________________

Occupational Cluster & Number Marketing and Distribution (3.07.3.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Questions asked during an interview.					
2. Role Playing - Participating in interview.					
3. Attitude Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Food Service

*Representative Job Titles with DOT and OE Codes

Cashier DOT Code: 211.362-010 OE Code: 040700

Host/Hostess DOT Code: 310.137-010 OE Code: 040700

OCCUPATIONAL TASK: Seating of guests

OCCUPATIONAL COMPETENCY: To determine seating arrangement of guests,

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

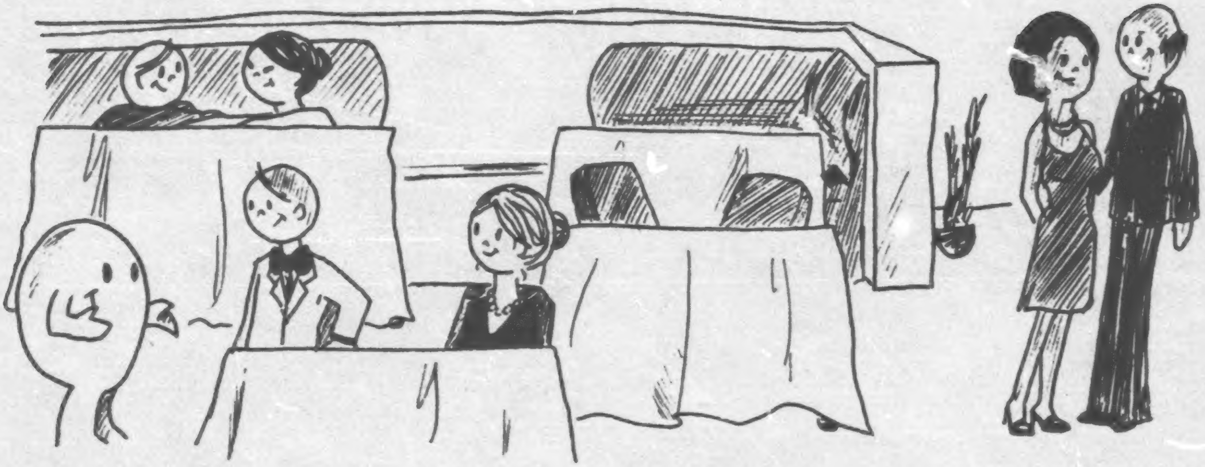
1. Retailing Textbooks
2. Marketing Textbooks
3. Career Information Booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. Student should use their own paper for the worksheets.
4. Review layout used in Worksheet #1. Teacher should use discretion in student answers.
5. If you are unfamiliar with this activity, you may want to read over the student's packet.

SEATING OF GUESTS



OCCUPATIONAL TASK: Seating of guests

OCCUPATIONAL COMPETENCY: To determine seating arrangements of guests.

LEARNING OBJECTIVE

When you have completed these activities, you will be able to recognize that seating guests in a restaurant is one of the duties of a cashier, and/or host/hostess.

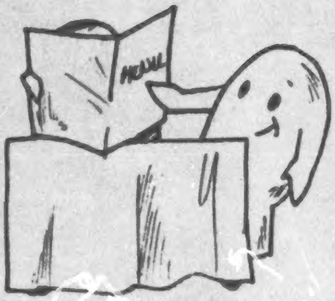
EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Cashier	DOT Code:	211.362-010	OE Code:	040700
Host/Hostess	DOT Code:	310.137-010	OE Code:	040700

DUTIES:



Receive money.

Make change.

Fill out charge forms.

Give receipts.

May handle reservations for meals and special parties.

May type menus.

May sell items at candy and cigarette counter.

Use cash register.

May handle customer complaints.

Greets and excorts people to table.

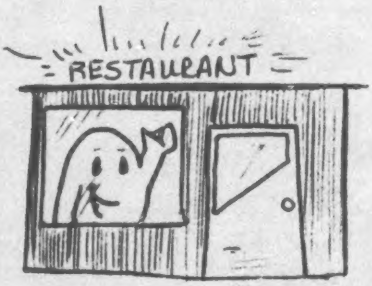
Presents menus.

Allocates seating of guests.

Supervises waitress as to procedure.

Inspects equipment and room to see if everything is in order.

WHERE EMPLOYED:



Restaurants

Cafeterias

Hotel and Motel dining rooms

Private clubs

Diners

Tearooms

Sandwich Shops

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

WHAT WILL THE JOB OPPORTUNITIES BE FOR ME?!

Job openings are expected to rise through 1985. In addition to the jobs from employment growth, jobs will also become available as employees retire or stop working for other reasons. There will be strong competition for these jobs because little training is needed and lots of people will be able to do this job.

EDUCATION AND TRAINING:

High school diploma preferred. Most employers provide on-the-job training.

SPECIAL QUALIFICATIONS:

Knowledge of basic math, ability to make change rapidly, accuracy, honesty dependability, neat appearance and pleasant personality are needed.

WAYS TO ENTER FIELD:

Watch newspaper ads.

Ask friends and family about openings.

Ask counselors or job placement coordinator at school.

Contact DE/DCT Coordinator.

CHANCE OF ADVANCEMENT:

These jobs afford a good opportunity to learn an employer's business and so may serve as a steppingstone to a more responsible job such as a managerial position. Those working in small restaurants or eating establishments may advance to a larger one.

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

Salary usually starts at minimum wage or higher (see slary chart for additional information). Other benefits such as hospitalization, insurance, paid sick leave, paid vacation may be available.

WORKING CONDITIONS & LIFESTYLES:

Hours/Days:

Full-time employees usually work 40 hours a week. Days and hours may be flexible with some evenings, weekends, and holidays expected.

Physical Requirements:

Opportunity for exercise--not confined to a job that requires you to sit all day.

Finger dexterity.

Mental Requirements:

Ability to read and write legibly.

Ability to make change and work with figures.

Physical Environment:

Work usually indoors in clean, neat area.

Interaction with People:

Opportunity to meet and work with public.

Pleasant personality and friendly nature will be helpful in this type of work.

Type of Dress:

Neat and clean. Good grooming is necessary. Some companies may provide uniforms. Type of dress may vary with different companies. The host/hostess may not be required to wear a uniform but instead proper business attire.

LEARNING ACTIVITIES

With this packet, you will complete the following learning activities:

1. With Worksheet #1, you will use the layout provided and answer the questions.

2. With Worksheet #2, you will use the layout provided on Worksheet #1A and draw a layout using the information provided.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

?
?
HOST
HOSTESS
?
YES
NO
?
?

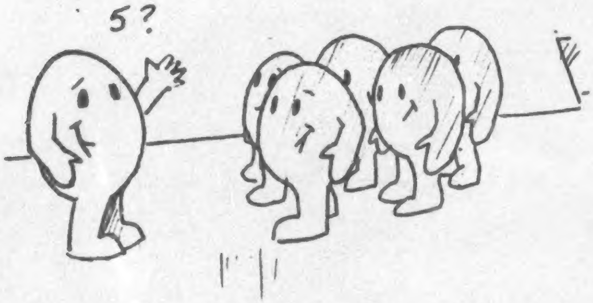
EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

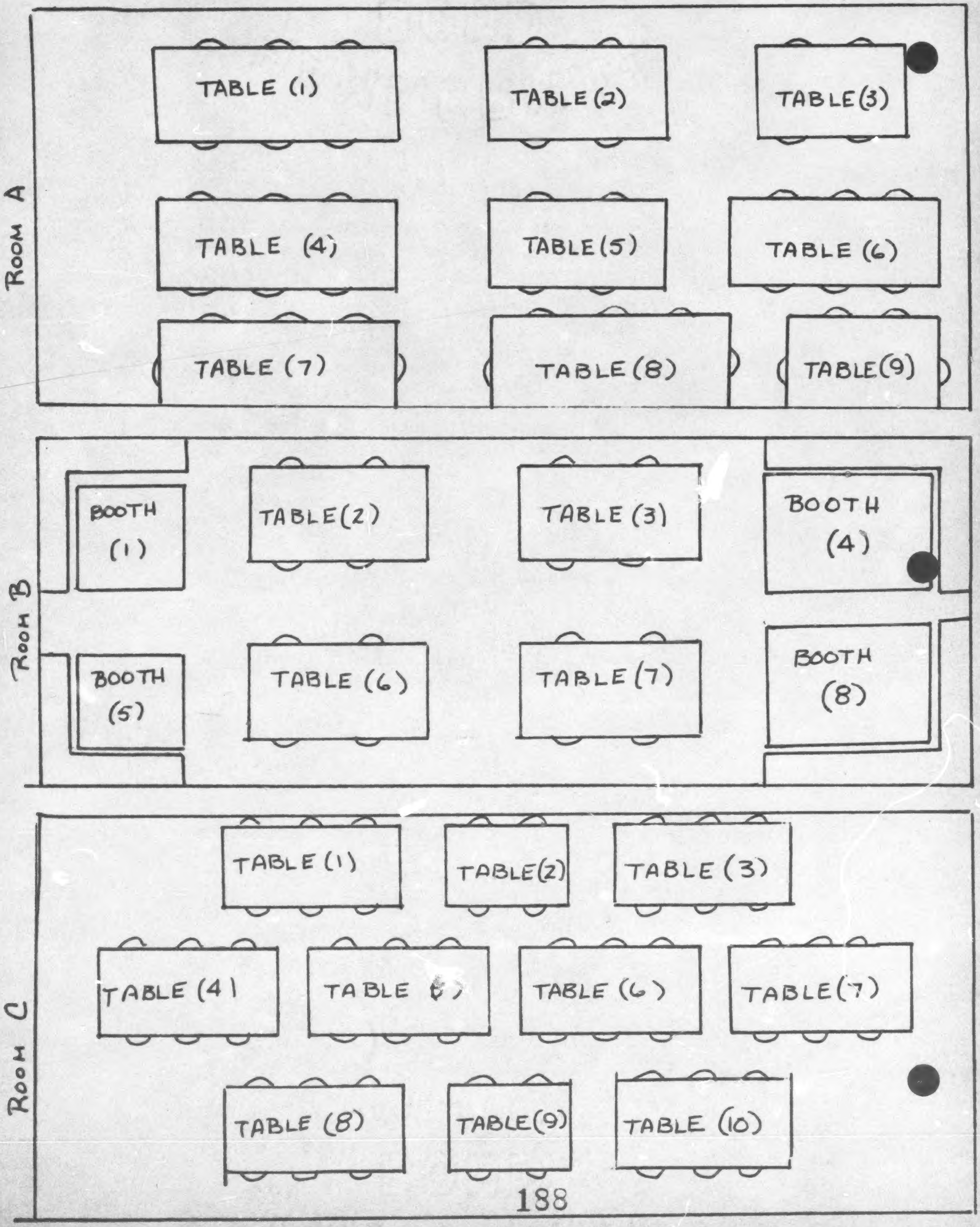
WORKSHEET #1

To complete this activity, you will use the layout provided on next page (Worksheet #1A) and answer the following questions:

1. A party of ten come into the restaurant, in which room and how would you seat them?
2. A couple comes in and Rooms A and B are filled. Where would you put them in Room C?
3. A man comes in to the restaurant. Rooms A and C are filled. Booths 1 and 8, Tables 3 and 7 are filled in Room B. Where would you seat him?
4. Next in line behind the gentleman that just came in is a party of 8. Where would you seat them in Room B?
5. What is the seating capacity in each room?



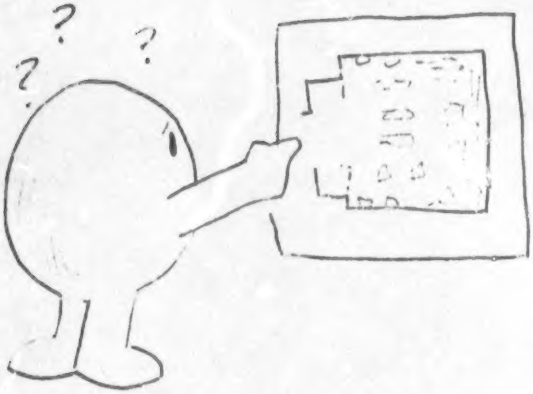
WORKSHEET #1A


ROOM A
TABLE (1)
TABLE (2)
TABLE (3)
TABLE (4)
TABLE (5)
TABLE (6)
TABLE (7)
TABLE (8)
TABLE (9)
ROOM B
BOOTH (1)
TABLE (2)
TABLE (3)
BOOTH (4)
BOOTH (5)
TABLE (6)
TABLE (7)
BOOTH (8)
ROOM C
TABLE (1)
TABLE (2)
TABLE (3)
TABLE (4)
TABLE (5)
TABLE (6)
TABLE (7)
TABLE (8)
TABLE (9)
TABLE (10)

WORKSHEET #2

Using the same layout as Worksheet #1A, complete the following:

> A party of 45 wishes to have their awards dinner at the restaurant. They want two tables to be used for their six officers. Choose the room you would use and make a layout of the way you would arrange the room.



WORKSHEET #1

Answer Key

The teacher should review the layout of the rooms on Worksheet #1. Suggestions should be offered if necessary. Teacher should use discretion when checking answers.

WORKSHEET #2

Answer Key

The teacher should review the layout of the rooms on Worksheet #1. Suggestions should be offered if necessary. Teacher should use discretion when checking answers.

Name ______________________________

Occupational Cluster & Number Marketing and Distribution (3.08.2.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Using layout and answering questions.					
2. Drawing layout of room to be used for private dinner.					
3. Attitude Sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Food Services

*Representative Job Titles with DOT and OE Codes

Manager	DOT Code: 187.167-106	OE Code 04.0700

OCCUPATIONAL TASK: Employee Schedules

OCCUPATIONAL COMPETENCY: To determine and prepare employees work schedules.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult.

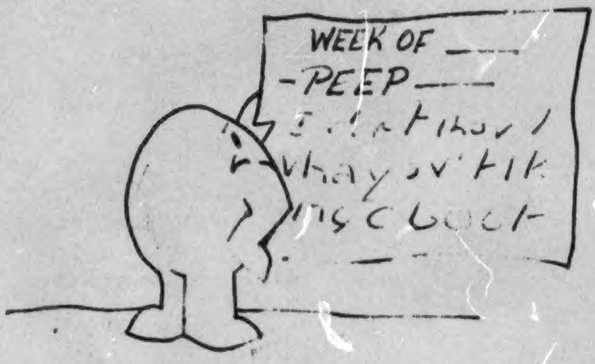
1. Career information booklets
2. Occupational Outlook Handbooks
3. Dictionary of Occupational Titles
4. Marketing Textbooks
5. Management Textbooks

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany Business and Occupations Exlploratory.
2. Duplicate copies of work schedule form from Worksheet #1.
3. To complete Worksheet #q, one student other than student completing packet will be needed.
4. The teacher will observe role-playing activity and offer any assistance needed.

EMPLOYEES SCHEDULES



OCCUPATIONAL TASK: Employee Schedules

OCCUPATIONAL COMPETENCY: To determine and prepare employee work schedules.

LEARNING OBJECTIVE

When you have completed these activities you will be able to recognize that preparing employee schedules is one of the duties of a person employed as a manager in a restaurant.

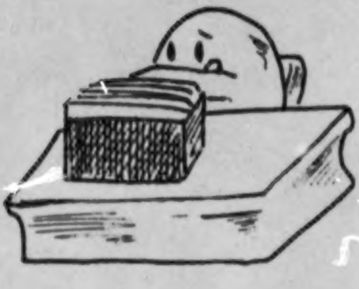
EVALUATION

You will complete and hand in first worksheet in this packet. You will also participate in the role playing activity. The teacher will observe you and offer any assistance needed. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

DOT Code: 187.167-106 OE Code: 04.0700

DUTIES:



- Hiring of employees.
- Training of employees.
- Supervising of employees.
- Maintaining efficiency of employees.
- Selects food, supplies and equipment.
- Keep records and accounts.
- Plan or approve menu.
- Enforce sanitation regulations.
- Deal with customers.

WHERE EMPLOYED:

PeePs
RESTAURAN

- Chain restaurants
- Independently owned restaurants
- Hotels and Motels
- Department Stores
- Clubs

EMPLOYMENT OUTLOOK:

Employment is expected to increase through mid-1980's. In addition to the openings arising from employment growth, thousands of openings are expected each year due to turnover, the need to replace experienced employees who find other jobs or retire or stop working for other reasons. Employment opportunities are expexted to be favorable for salaried restaurant managers.

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EDUCATION AND TRAINING:

College degree in restaurant or institutional management or business administration recommended. Some on-the-job training may be useful.

SPECIAL QUALIFICATIONS:

Initiative, imagination, ingenuity, salesmanship and a head for business. Tack, good persorality, and ability to get along with people helpful.

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator

Watch newspaper ads.

Ask friends and family about openings.

Ask counselors or job placement coordinator at school.

CHANCE OF ADVANCEMENT:

Can move to larger restaurant or better-paying position, became executive in restaurant chain,

EARNINGS AND ADDITIONAL BENEFITS:

Salaries may differ widely because of differences in duties and responsibilities. Many colleges graduates who had specialized training in restaurant management receive starting salaries ranging from $12,000 to $15,000. Management trainees without this background start at lower salaries. Many experienced managers earn between $15,000 and $50,000 a year. Other benefits such as hospitalization, insurance, paid sick leave, paid vacation may be available. See salary chart.

WORKING CONDITIONS & LIFESTYLES:

Hours/Days:

Most managers work long hours, usually 48-50 hours a week. Some evenings, weekends, and holidays may be included.

Physical Requirements:

Good health

Abundant energy

Ability to stand and walk several hours at a time.

Mental Requirements:

Ability to read and write legibly.

Ability to work with figures and business forms.

Ability to remain alert after long hours on the job.

Knowledge of mathematics, accounting, and business procedures.

CAREER INFORMATION

Physical Environment:

Most restaurants are pleasant places in which to work. They are clean, well lighted, well heated and well air-conditioned. The manager may have an office within the restaurant.

Interaction with People:

Managers must have the ability to get along well with people. They have the opportunity to work with their employees, customers, delivery people, salesmen and maintenance workers.

Type of Dress:

Most managers are required to wear business attire. They need to be neat, clean and well groomed as they set an example for other employees in the restaurant.

LEARNING ACTIVITIES

In this packet you will complete the following learning activities:

1. With Worksheet #1 you will use the information provided and prepare a work schedule for 8 waiter/waitress on Worksheet #1A.

2. With Worksheet #2 one other classmate will be needed to play the part of an employee. In a role playing situation you as manager will handle a work schedule problem with an employee.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the first worksheet in this packet. You will also participate in the role playing activity. The teacher will observe you and offer any assistance needed. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, schedule the 8 waiters/waitresses listed below making these decisions:

1. You will need to schedule 2 waiters to come in at 7 a.m. They can handle breakfast. They will leave at 2 p.m.
2. You will need to schedule 4 waiters to come in at 9 a.m. Two of them will leave at 2 p.m. Two will remain until 4 p.m. They will take turns working the longer shift.
3. You will need 2 waiters from 4 p.m. until closing.

Edith Callahan
Clem Defazio
Sally Levine
Arnold Zagorski
Mathew Fredericks
Simon Schultz
Olga Nillson
Stella Shapiro

With the information above, complete a work schedule for a 2 week period (6 days each week) using worksheet #1A.

WORKSHEET #2

To complete this activity another student will be needed to play the part of the employee. The studnet completing this packet will be the manager. Both students read the situation below and then participate in the role playing activity.

> The week's work schedule has been posted. Tom has worked evening shift for the past 2 weeks and sees that he is scheduled for the evening shift again. Tom becomes very upset and storms into the manager's office demanding that his shift be changed.

How would you as a manager handle the situation.

Worksheet #1A

WORK SCHEDULE
Week of ____________

A.M.	(open)					P.M.									(close)	
6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10

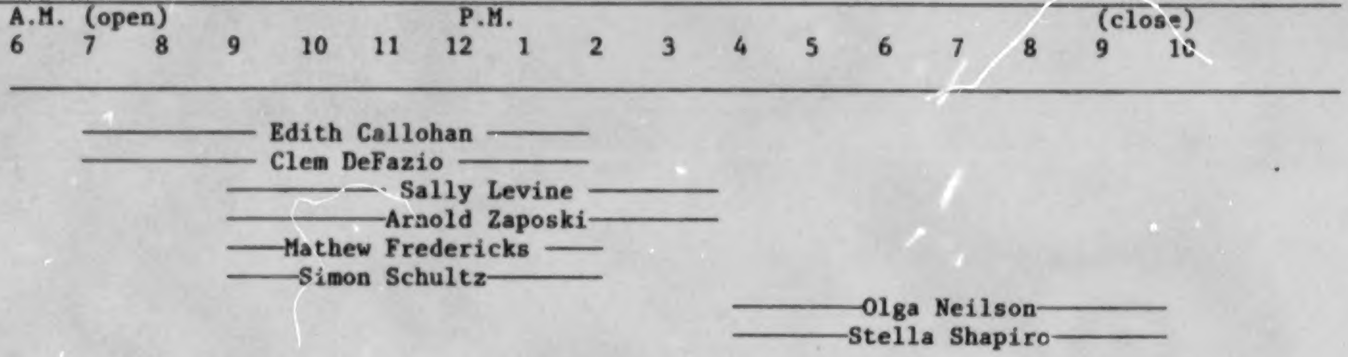
WORK SCHEDULE
Week of ____________

Worksheet #1A

A.M.	(open)					P.M.									(close)	
6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10

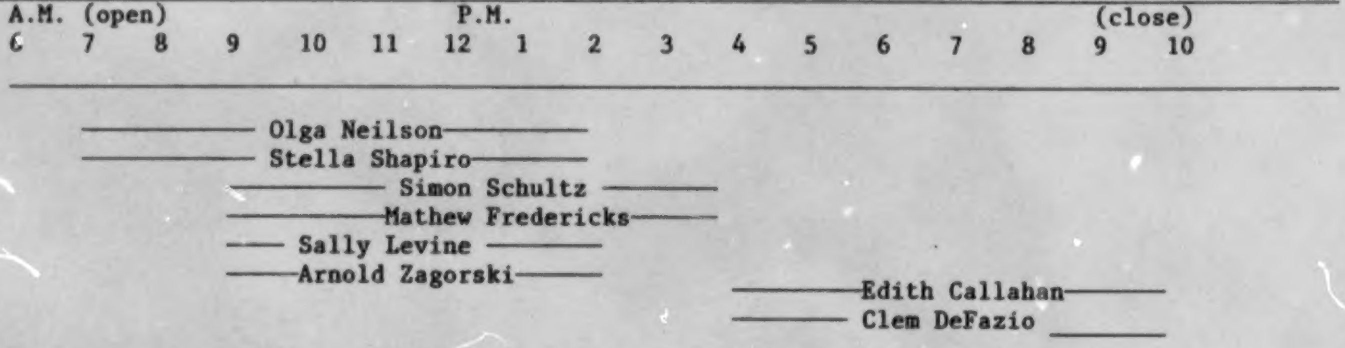
WORK SCHEDULE
Week of ________

Worksheet #1A
KEY



WORK SCHEDULE
Week of ________

Worksheet #1A
KEY



WORKSHEET #2
KEY

The teacher should observe the role-playing situation and offer suggestions to the students if needed.

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Name ______________________________

Occupational Cluster & Number Marketing and Distribution 3.07.4.1

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
Preparing employee work schedules					
Role Playing					
Attitude sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		

Would you like to find out more about this area of work? ______________________________

Comments ______________________________

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Food Service

*Representative Job Titles with DOT and OE Codes

Waiter/Waitress DOT Code: 311.137-022 OE Code: 040700

OCCUPATIONAL TASK: Taking and totaling customer order.

OCCUPATIONAL COMPETENCY: To determine and record customer's order on a guest check.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

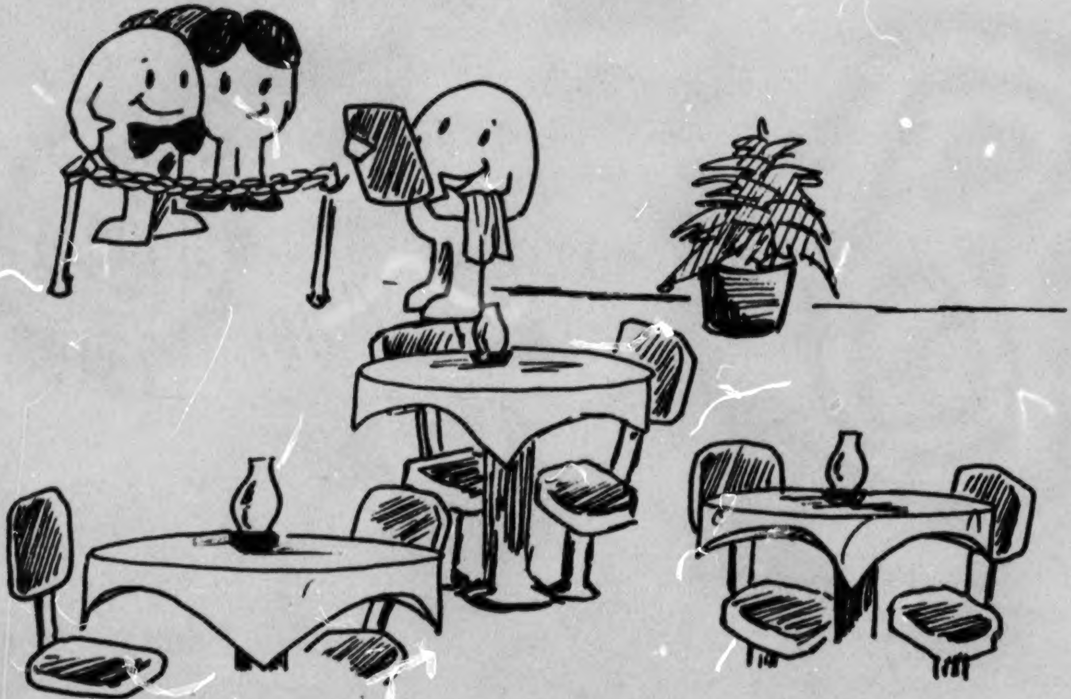
1. Business Math Textbooks
2. Marketing Textbooks
3. Career Information Booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate copies of restaurant check from Worksheet #1.
3. To complete Worksheet #2, two students will be needed for the role playing activity.
4. The teacher will observe role playing activity and offer any assistance needed.
5. Duplicate copies of restaurant check and menu from Worksheet #2.

CUSTOMER ORDERS



OCCUPATIONAL TASK: Taking and totaling customer order.

OCCUPATIONAL COMPETENCY: To determine and record customer's order on a guest check.

LEARNING OBJECTIVE

When you have completed these activities you will be able to recognize that taking and totaling a customer order is one of the duties of a waiter/waitress. You will also be able to perform the following tasks: subtotal customer order, compute sales tax, and determine the total amount of the order.

EVALUATION

You will complete and hand in the first worksheet in this packet. You will also participate in the role playing activity. The teacher will observe you and offer any assistance needed. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Waiter/Waitress DOT Code: 311.137-022 OE Code: 040700

DUTIES:

Serve food and beverages.

Answer questions about menu.

Offer suggestions.

Take orders.

Serve meals.

Figures and present checks.

May set and clear tables.

Fill containers.

Prepare beverages and short orders.

Take payment.

Make change.

WHERE EMPLOYED:

Restaurants

Cafeterias

Hotel and Motel dining rooms

Private clubs

Bars

Cocktail lounges

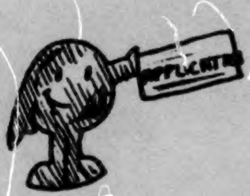
Diners

Tearooms

Sandwich shops

CAREER INFORMATION

EMPLOYMENT OUTLOOK:



Job openings are expected to rise through the mid-1980's. In addition to jobs from employment growth, each year thousands of jobs will become available as employees retire, or stop working for other reasons. Many of these jobs will be part-time. Beginners will find their best opportunities for employment in the thousands of informal restaurants. Those seeking jobs in swank restaurants may find keen competition for the jobs that become available.

EDUCATION AND TRAINING:

A high school diploma is preferred. Many employers provide on-the-job training.

SPECIAL QUALIFICATIONS:

Knowledge of basic math, honesty, dependability, neat appearance, even disposition and stamina are recommended. In some restaurants foreign language is helpful. State laws requires health certificates.

WAYS TO ENTER FIELD:

COORDINATOR

Contact DE/DCT Coordinator.

Watch newspaper ads.

Ask friends and family about openings.

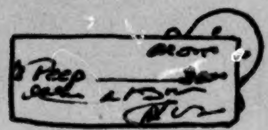
Ask counselors or job placement coordinator at school.

CAREER INFORMATION

CHANCE OF ADVANCEMENT:

In most small eating places, opportunities for promotion are limited. After gaining experience, one may transfer to a large restaurant where earnings and prospects for advancement may be better. Advancement can be to cashier or supervising jobs, such as maitre d' hotel, headwaiter or hostess. Some supervisory workers advance to jobs as restaurant managers.

EARNINGS AND ADDITIONAL BENEFITS:



Salary usually starts at minimum wage (See salary chart for additional information) excluding tips. Tips usually total more than wages. Other benefits such as free meals at work, furnished uniforms, insurance, hospitalization may be available.

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Full-time employees usually work 40 hours a week. The days and hours of an individual may be flexible with some evenings, weekends and holidays expected.

Physical Requirements:

Ability to stand long hours at a time.
Ability to carry heavy trays of food.

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CAREER INFORMATION

Mental Requirements:

Ability to read and write legibly.

Ability to work with figures.

Physical Environment:

The work is indoors and is relatively clean and safe.

Interaction with People:

Opportunity to meet and work with the public. Pleasant personality and friendly nature important for this type of work.

Type of Dress:

Neat and clean. Good grooming necessary. Type of dress may vary with different restaurants but most require uniforms. Head waiter/waitress must dress in proper attire.

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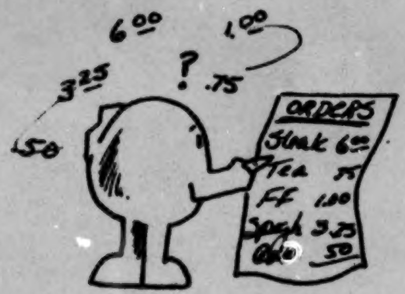
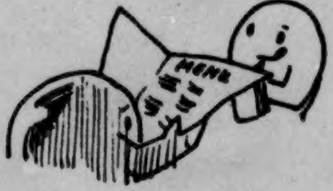
LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. On Worksheet #1 you must subtotal the order, figure the sales tax using the tax chart, and total the order.



2. On Worksheet #2 choose 2 other classmates to assist you in this role playing situation. You will play the part of the waiter/waitress and your classmates will be the customers. Using the menu provided you will take an order, subtotal, add sales tax and total the order.



3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the first worksheet in this packet. You will also participate in the role playing activity. The teacher will observe you and offer any assistance needed. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, you must subtotal the order, figure the sales tax using tax chart, and total the order.

RESTAURANT CHECK

Waiter	No. Served	Table No.	Check No.
7	2	17	B 49143

1	Sh C	1.95
1	Crab M	1.95
1	on	.80
1	D.J.	.70
1	Filet	8.25
1	Newburg	4.50
1	I.T.	.25
1	cof.	.25
1	Ch Cake	.65
1	a pie	.60
	Food Total	
	Tax	
	Grand Total	

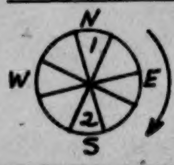
SALES TAX

$18.71 - $18.99	$ .95
$19.00 - $19.35	.97
$19.36 - $19.70	.99
$19.71 - $19.99	1.00
$20.00 - $20.35	1.02
$20.36 - $20.70	1.04
$20.71 - $20.99	1.05

WAITER'S MEMO

Waiter No.	Table No.	Check No.
7	17	B 41943

	APR	SOUP	SALAD	ENTREE	VEG	POTATO	BEV	DESSERT
1	Sh C	on	1000	Filet [illegible]	X	Fr Fr	cof	a pie
2	Crab M	D.J.	Rq.	Newburg	X	BR	IT	a cake
3								
4								
5								
6								
7								
8								



Notes:

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WORKSHEET #2

To complete this task, 2 other classmates will be needed to play the parts of the customers. Each should use the menu provided for ordering. The waiter/waitress should study menu and learn abbreviations. The waiter/waitress will they take order, subtotal, add sales tax, and total order.

RESTAURANT CHECK

	Waiter	No. Served	Table No.	Check No. B 49143

	Food Total	
	Tax	
	Grand Total	

WAITER'S MEMO

Waiter No.	Table No.	Check No.

Notes:

WORKSHEET #2

MENU

Appetizers

GULF SHRIMP COCKTAIL (Sh. C.)	$1.95
CRABMEAT COCKTAIL (Crab M.)	1.95

Soups

FRENCH ONION SOUP (On.) In an earthen crock	.80
SOUP DU JOUR (D. J.) Fresh from the kettle	.70

Dinner Salads

FAMOUS CRABMEAT LOUIS (Loui.) Thousand Island Dressing	3.95
SHRIMP MARCO POLO (Marc. Po.) Marco Polo Dressing	3.60

Entrees

GOLDEN FRIED GULF SHRIMP (Fr. Sh.) Fresh from the Texas Coast	4.25
SEAFOOD A'LA NEWBURG (Newburg) With Chef's Special Sauce	4.50
FILET MIGNON (Filet) The Very Tender Heart of Beef	8.25
THE STOCKYARDS PRIME RIB (Prime R.) A generous cut as you like it	7.50

Above orders accompanied by a crisp green salad and choice of our special French fries or baked potato.

Desserts

FRESH BAKED APPLE PIE (A. Pie) With longhorn cheddar	.60
OUR OWN CHEESE CAKE (Ch. Cake)	.65

Beverages

Have your choice	.25

WORKSHEET #1

Answer Key

RESTAURANT CHECK

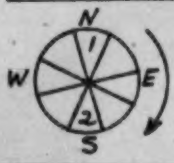
Waiter	No. Served	Table No.	Check No.
7	2	17	B 49143

1	Sh C	1.95
1	Crab M	1.95
1	on	.80
1	D.g.	.70
1	Filet	8.25
1	Newburg	4.50
1	I.T.	.25
1	cof.	.25
1	Ch Cake	.65
1	a pie	.60
	Food Total	19.90
	Tax	1.00
	Grand Total	20.90

WAITER'S MEMO

Waiter No.	Table No.	Check No.
7	17	B 41943

	APR	SOUP	SALAD	ENTREE	VEG	POTATO	BEV	DESSERT
1	Sh C	on	1000	Filet Med	x	Fr Fri	cof	a pie
2	Crab M	D.g.	Rq.	Newbg	x	BR	I.T	a cake
3								
4								
5								
6								
7								
8								



Notes:

SALES TAX

$18.71 - $18.99	$ .95
$19.00 - $19.35	.97
$19.36 - $19.70	.99
$19.71 - $19.99	1.00
$20.00 - $20.35	1.02
$20.36 - $20.70	1.04
$20.71 - $20.99	1.05

WORKSHEET #2

Answer Key

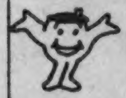
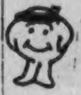
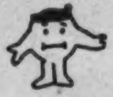
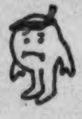
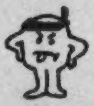
The teacher should review the menu provided on Worksheet #2. The teacher should observe the role-playing situation and offer suggestions to the students if needed. The total of the order taken will be different each time so the teacher will have to check the total carefully.

Name ______________________________

Occupational Cluster & Number Marketing and Distribution (3.08.1.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
					
1. Totaling customer order.					
2. Role playing-Taking and totaling customer order.					
3. Attitude sheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Hotel and Lodging

*Representative Job Titles with DOT and OE Codes

Bellhop	DOT Code:	324.677-010	OE Code:	04.1100
Bell Clerk	DOT Code:	324.677-010	OE Code:	04.1100
Bell Captain	DOT Code:	324.137-014	OE Code:	04.1100
Porter, Baggage	DOT Code:	324.477-010	OE Code:	04.1100
Baggage Porter, Head	DOT Code:	324.137-010	OE Code:	04.1100

OCCUPATIONAL TASK: Hotel Business Forms

OCCUPATIONAL COMPETENCY: To complete telephone message form and laundry/valet service sheet.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

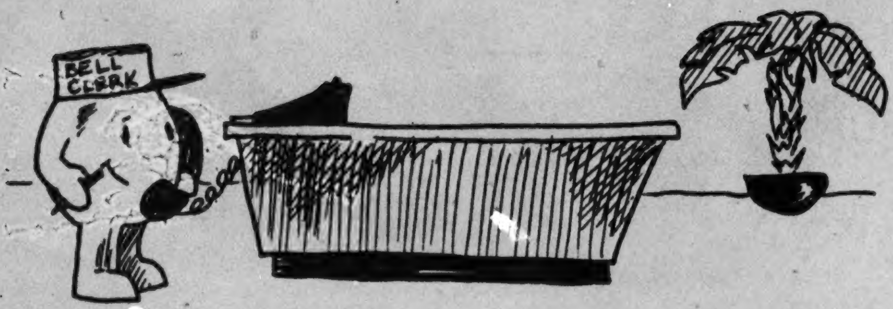
1. Hotel/Motel management textbooks
2. Career information booklets
3. Occupational Outlook Handbook
4. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

HOTEL BUSINESS FORMS



OCCUPATIONAL TASK: Hotel Business Forms

OCCUPATIONAL COMPETENCY: To complete telephone message form and laundry/valet service sheet.

LEARNING OBJECTIVE

When you have completed these activities you will be able to complete a telephone message form and a laundry/valet service sheet. You will record the information supplied on the appropriate lines on each form.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Bellhop	DOT Code:	324.677-010	OE Code:	04.1100
Bell Clerk	DOT Code:	324.677-010	OE Code:	04.1100
Bell Captain	DOT Code:	324.137-014	OE Code:	04.1100
Porter, Baggage	DOT Code:	324.477-010	OE Code:	04.1100
Baggage Porter, Head	DOT Code:	324.137-010	OE Code:	04.1100

DUTIES:

Escorts incoming guests to rooms.

Carries luggage for guests.

Runs errands for guests.

Delivers messages and mail to guests.

May call taxi for guests.

May deliver room service orders and serve food to guests.

Checks lights, ventilation, and heat in guest rooms.

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Inspects guest rooms to see that they are in order and have a supply of ice, soap, towels, coat hangers, etc...

Gives information pertaining to services and facilities available for guests.

Obtains additional room keys for guests.

CAREER INFORMATION

DUTIES:

May keep records of calls for service.

May assist in training newly employed bell clerks.

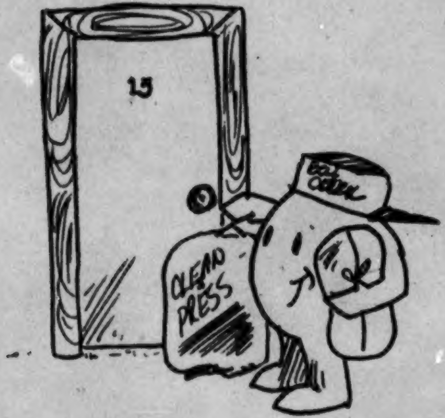
Pages guests in lobby, dining room, or other parts of hotel/motel.

Explains features of room such as operation of radio, television, telephone, and night lock.

Picks up articles for laundry and valet service and arranges for pressing of clothes or shining of shoes.

Keeps lobby neat and orderly.

May operate elevator.



Assists elderly or crippled guests into automobiles.

May transport guests about premises or local areas in car or motorized cart.

May give travel information, such as transportation rates, routes, and schedules.

May make reservations and obtain tickets for guests to social and recreational events or for travel.

CAREER INFORMATION

DUTIES:

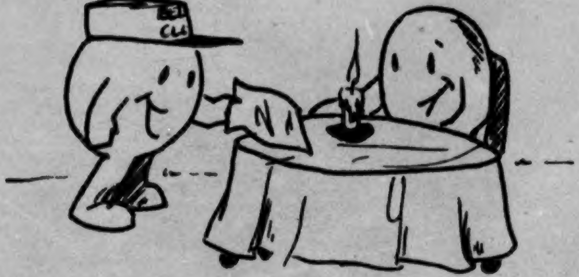
Reports suspicious behavior of patrons to hotel/motel security personnel.

May compute charge slips for services rendered to guests and forward slips to bookkeeping department.

Transfers packages, suitcases, trunks and other baggage to room or loading area, using handtruck.

Sets up display tables, racks, or shelves and assists sales personnel in unpacking and arranging merchandise for display.

Arranges for outgoing freight, express or mail shipments, compute charges, tag articles, and records information such as addressee, addressor, carrier and charges on specified forms.



WHERE EMPLOYED:

Commercial Hotels

Resort Hotels

Residential Hotels

Motels

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

Employment in this industry will expand very rapidly through the mid-1980's as population growth and increased travel spur the demand for lodging. More than 750,000 people--about half of them women--worked in hotels and motels in 1972. There is a relatively high turnover rate in this occupation. Therefore, there will continue to be numbers of job openings available. Most of the hundreds of yearly openings for bell clerks will be to replace those who retire or leave the field for other reasons. Openings often occur as experienced bell clerks shift to jobs in luxury hotels where tips are higher. Many temporary job opportunities are available for seasonal employment in resort hotels.

EDUCATION AND TRAINING:

Individuals who want to become bell clerks or bell captains do not have to meet any specific educational training requirements, however, a high school diploma is preferred. Enrollment in a DE/DCT Program may prove helpful. An increasing number of public trade and vocational schools are offering courses in hotel service training which may be an asset in obtaining the

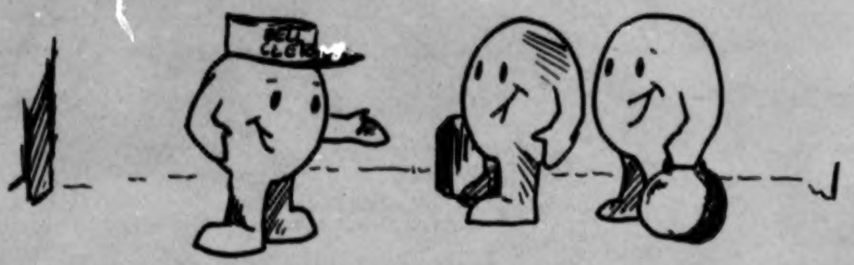
CAREER INFORMATION

EDUCATION AND TRAINING:

more desirable positions. Some of the larger chains of hotels and motels also provide training programs for employees.

SPECIAL QUALIFICATIONS:

Since bell clerks have frequent contact with the public, it is important that they be neat, tactful, and courteous. Individuals who wish to be employed as bell clerks or bell captains must have an even temperament and a pleasant, helpful disposition. They must be able to get along in a congenial manner with all types of people. Patience, honesty, integrity and dependability are other important characteristics which are necessary for this type of work. A knowledge of the local community may also be an important asset.



CAREER INFORMATION

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator.

Watch newspaper ads.

Ask friends and family about openings.

Ask counselors or job placement coordinator at school.

Apply directly to hotel/motel.

DCT
Coordinator

CHANCE OF ADVANCEMENT:

Bell clerks may advance to bell captains or superintendent of service. Advancements may be more frequently open to those individuals who have a high school education or some training in hotel service work. Those bell clerks with good performance records are usually given first consideration for promotions. The promotion-from-within policy is most often used in hotels and motels. Promotions may be to front office clerical jobs such as room clerk or reservations clerk. Competition for jobs on a higher level is usually high in these occupations.

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

The amount earned in tips from customers may determine a bell clerk or bell captain's wages. Therefore, it is difficult to estimate an average salary. The location, size and type of hotel/motel affects the earnings of bell clerks. Most bell clerks earn minimum wage, with tips representing a portion of this sum. The amount earned in tips greatly increases the gross income for these positions. Salary and tips is usually much higher in elaborate luxury hotels, especially in resort areas. In some cases, bell clerks and bell captains belong to unions which help determine the wages they earn. Bell captains earn slightly more than the bell clerks they supervise. Other benefits may include: meals, parking facilities, furnished uniforms, paid sick leave, paid vacation, insurance and hospitalization.

CAREER INFORMATION

WORKING CONDITIONS & LIFESTYLES:

Hours/Days:

Hotels and motels are open 24 hours a day. For this reason, bell clerks and bell captains usually work shifts. A shift usually lasts 8 hours. Fewer employees work during the night than the day shifts. Full-time bell clerks work 40 hours a week. Days and hours may be flexible with some holidays, evenings, Saturdays and Sundays expected.

Physical Requirements:

Ability to lift up to 50 pounds.

Ability to carry luggage.

Opportunity for exercise--not confined to a job which requires you to sit all the time.

Ability to walk or stand for several hours.

Mental Requirements:

Ability to read and to write legibly.

Ability to work with figures.

Ability to work with business forms.

Ability to take and follow directions.

Ability to remain alert after long hours.

Good common sense

Ability to converse with guests who have various personalities.

CAREER INFORMATION

Physical Environment:

Hotels provide clean, attractive and comfortable surroundings in which to work. They range in size from those having more than 1,000 rooms to those having only a few rooms. Duties of a bell clerk may be performed in a variety of facilities within the hotel including banquet rooms, ballrooms, and recreational facilities such as swimming pool areas and golf courses.

Interaction with People

Bell clerks have an opportunity to meet and work with guests. A pleasant personality and friendly nature in dealing with guests is a must for this occupation. Representing the hotel or motel in an appropriate manner will determine the success of a bell clerk. Bell clerks are always subject to the moods and personalities of the public whom they serve. They may find guests difficult to please or kind and appreciative of their services.

Type of Dress:

BELL
CLER
BELL
HOP

Bell clerks usually wear well-tailored uniforms supplied by the hotel. They must be neat and well-groomed in appearance as they work in close contact with guests.

LEARNING ACTIVITIES

With this packet, you will complete the following learning activities:

1. On Worksheet #1 complete the telephone message form by recording the information given on the appropriate lines of the form.

2. On Worksheet #2 complete the laundry/valet service sheet by recording the information given on the appropriate lines of the form.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, record the following information on the appropriate lines of the telephone message form:

> On Monday, January 15, 1979, at 2:13 p.m., a telephone call was placed to Mr. James Adkins in Room 304. Mr. Adkins was not in his room to receive the call. Joan Anderson, Mr. Adkin's secretary, from the IBM Corporation in Albany, New York, left a message which you will record on the telephone message form. Mr. Adkin's flight number to Albany has been changed from United 607 to United 706. Mr. Adkin's plane will leave the Atlanta airport on Tuesday, January 16, at 5:15 p.m.

THE PEEP INN

Telephone Message Form

Date ______________________ Time ______________________

Name of Guest ______________________

Room Number ______________________

Name of Person Calling ______________________

____

____

Message: ______________________

____

____

____

____

____

____
Person Taking Message

WORKSHEET #2

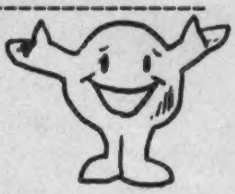
To complete this activity, record the following information on the appropriate lines of the laundry/valet service sheet.

On Wednesday, May 15, 1979, at 3:00 p.m., you receive a call from Mr. Alan Williams in Room 503. Mr. Williams informs you that he is leaving the hotel but has some articles for valet service. He would like to have 4 shirts cleaned and pressed. He also wants 2 pairs of pants pressed only and 2 pairs of shoes polished. He requests that you pick up the articles and deliver them to the laundry.

You must write up the laundry/valet service sheet.

Fill in the amount charged for services from the following list of prices:

Each shirt cleaned and pressed costs $1.25.
Each pair of pants pressed only costs $ .75.
Each pair of shoes polished costs $1.00.



THE PEEP INN

Laundry/Valet Service Sheet

Date ______________________ Time ______________________

Name of Guest ______________________________________

Room Number ______________________

Quantity	Description of Item	Type Service Requested	Amount

TOTAL AMOUNT DUE ________

____
Signed By

WORKSHEET #1

Answer Key

Date January 15, 1979 Time 2:13 p.m.

Name of Guest Mr. James Adkins

Room Number 304

Name of Person Calling Joan Anderson

IBM Corporation

Albany, New York

Message: Your flight to Albany has been changed from United 607 to United 706. Your plane will leave the Atlanta airport on Tuesday, January 16, at %:15 p.m.

(Student's Name)

Person Taking Message

WORKSHEET #2

Answer Key

THE PEEP INN

Laundry/Valet Service Sheet

Date May 15, 1979 Time 3:00 p.m.

Name of Guest Mr. Alan Williams

Room Number 503

Quantity	Description of Item	Type Service Requested	Amount
4	shirts	cleaned/pressed	$5.00
2 pairs	pants	pressed only	$1.50
2 pairs	shoes	polished	$2.00

Name ______________________________

Occupational Cluster & Number Marketing and Distribution (3.12.1.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it
1. Reading Career Information for Bell Clerk.					
2. Completing telephone message form.					
3. Completing laundry/valet service sheet.					
		YES	NO		
Are you now aware of jobs using these skills or activities?					
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments ______________________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Hotel and Lodging

*Representative Job Titles with DOT and OE Codes

Room Clerk	DOT Code:	238.362-010	OE Code:	04.1100
Reservation Clerk	DOT Code:	238.362-010	OE Code:	04.1100
Reservation Manager	DOT Code:	238.137-010	OE Code:	04.1100

OCCUPATIONAL TASK: Completing Hotel Business Forms

OCCUPATIONAL COMPETENCY: Complete room reservation form and registration confirmation form.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Hotel/Motel management textbooks
2. Career information booklets
3. Occupational Outlook Handbook
4. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.
4. Inform students that Worksheet #2 is completed based upon information in Worksheet #1.

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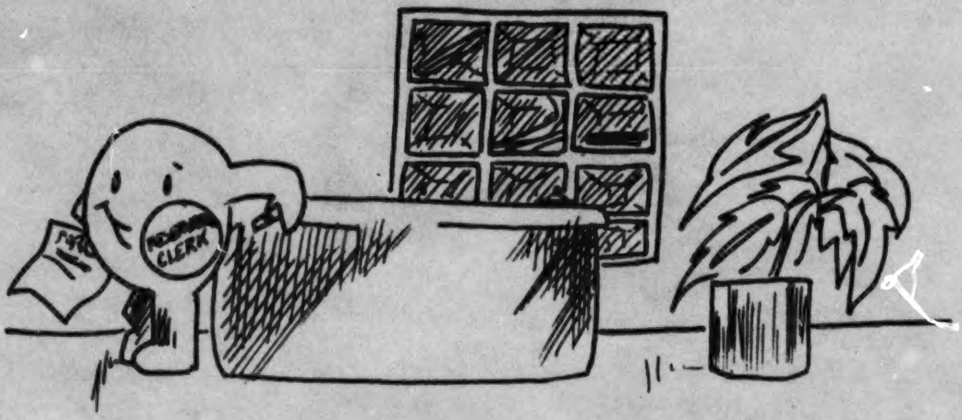
COMPLETING HOTEL BUSINESS FORMS



OCCUPATIONAL TASK: Completing Hotel Business Forms

OCCUPATIONAL COMPETENCY: Complete room reservation form and registration confirmation form.

LEARNING OBJECTIVE

When you have completed these activities you will be able to prepare a room reservation form and a registration confirmation form. You will record the information supplied on the appropriate lines on each form.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Room Clerk	DOT Code:	238.362-010	OE Code:	04.1100
Reservation Clerk	DOT Code:	238.362-010	OE Code:	04.1100
Reservation Manager	DOT Code:	238.137-010	OE Code:	04.1100

DUTIES:

Registers and assigns rooms to guests.

Quotes prices of rooms to guests.

Issues room key and escort instruction to bell clerk.

Date-stamps, sorts, and racks incoming mail and messages.

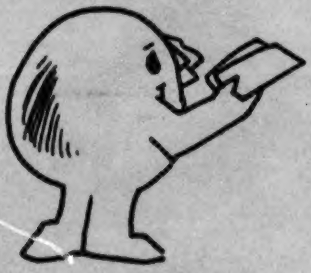
Keeps records of room availability and guests' accounts.

Makes, confirms, and cancels room reservations.

May sell tobacco, candy, and newspapers.

Computes bill, collects payment, and makes change for guests.

Transmits and receives messages, using equipment, such as telegraph, telephone, teletype, and switchboard.



Answers inquiries pertaining to hotel services; registration of guests; and shopping, dining, entertainment, and travel directions.

May deposit guest's valuables in hotel safe or safe-deposit box.

Gives current reservations to clerks for computerization.

CAREER INFORMATION

DUTIES:

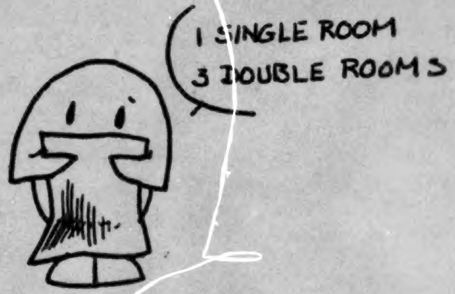
May post charges, such as room, food, liquor, and/or telephone, to cashbooks, by hand or by machine.

May make restaurant, transportation, or entertainment reservation, and arrange for tours.

May order complimentary flowers or champagne for honeymoon couples or special guests.

Sorts reservations received by mail into current (up to 3 days) and future (over 3 days).

May supervise and coordinate activities of workers engaged in taking, recording, and canceling reservations in front office of hotel.



Receives contracts detailing room allotments for conventions from sales representative and feeds information into terminal.

Verifies the daily printouts listing guests' arrivals and individual guest folios are received by room clerks.

Corresponds with groups and travel agents to answer special requests for rooms and rates.

May maintain weekly attendance sheet and send to payroll department.

CAREER INFORMATION

DUTIES:

May delegate assistant to train clerks in taking telephone reservations and in operating computer terminals and printers to store and receive reservation data.

May schedule workers to accommodate arrivals of conventions and other groups.

May recommend promotion and/or termination of workers.

May prepare and type claim forms for refunds and adjustments and reports of transactions.

WHERE EMPLOYED:

Commercial Hotels

Resort Hotels

Motels

THE
PEEP INN

EMPLOYMENT OUTLOOK:

Employment in this industry will expand rapidly through the mid-1980's as population growth and increased travel spur the demand for lodging. Job opportunities may be available in the metropolitan areas where new hotels and motels are being built or expanded. The great number of very large motels being built throughout the country today, and those that are predicted to be built in the future, will undoubtedly provide some job opportunities for room or reservations clerks in the future. There is relatively good stability among these workers in their jobs and the employment turnover is not great.

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

The number of workers who are employed in this occupation tends to remain rather stable in spite of general economic fluctuations which is not a characteristic of many of the other hotel occupations and industries.

EDUCATION AND TRAINING:

The majority of employers prefer to hire high school graduates for reservations clerks. Today, many employers are giving increasing attention to the hiring of college-trained personnel whom they may later advance to managerial positions. Those high school graduates who have clerical aptitudes and training, particularly in typing, bookkeeping, and office machines, may be given preference for opening positions in this field. Enrollment in a DE/DCT Program may prove helpful. An increasing number of public trade and vocational schools are offering courses in hotel service training which also may be an asset in obtaining the more desirable positions. Some of the larger chains of hotels and motels also provide training programs for employees.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

Individuals employed as room or reservations clerks help to build good public relations for the hotels and motels in which they are employed by providing efficient and courteous services to the public. Clerical aptitudes, a pleasing personality, and a friendly disposition are definite assets for these employees. Other personal traits to be considered are neatness in dress and grooming habits, a courteous manner, patience, and a desire to deal directly with the public and with the many types of personalities met in this type of work.

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator.

Ask counselors or job placement coordinator at school.

Promotion-from-within policy from jobs of lesser responsibility.

Through educational institutions which have training programs in hotel and institutional management.

Apply directly to hotel/motel.

Watch newspaper ads.

CAREER INFORMATION

CHANCE OF ADVANCEMENT:

The majority of hotels have a promotion-from-within policy for positions of reservations clerk or reservations maanger. Advancements are often dependent upon an employee's experience, work performance, education and training, and the possession of the desired personal characteristics. An employee might, for example, be promoted from the job of bell clerk to reservations clerk. Successful job performance as a reservations clerk could lead to further promotions such as reservations manager. Opportunities for promotions may be improved by taking business courses in college or night school. After years of successful experience in various hotel jobs and diligent application to one's work, promotions are possible to top managerial positions. These positions might include assistant hotel manager or hotel manager.

EARNINGS AND ADDITIONAL BENEFITS:

$
VACATION REQUEST
INSURANCE FORM

It is difficult to estimate an average salary for room clerks and reservations managers. The location, size and type of hotel/motel affects the earnings for these positions. According to recent earnings studies conducted by the American Hotel & Motel Association, room clerks and

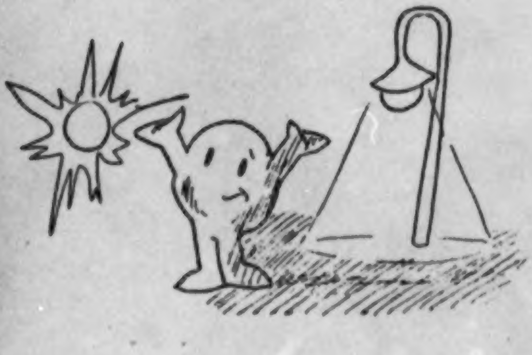
CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

reservations managers salaries may range from $7,500 to $14,000 per year. A few earn as much as $25,000 per year. Other benefits may include: meals, parking facilities, furnished uniforms, paid sick leave, paid vacation, insurance and hospitalization.

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:



Hotels and motels are open 24 hours a day. For this reason, room clerks and reservations managers may work either day shifts, evening shifts, or late night shifts. A shift usually lasts approximately 8 hours. Fewer employees work during the night than the day shifts. Days and hours may be flexible with some holidays, evenings, Saturdays and Sundays expected.

Physical Requirements:

Good health

Abundant energy

Ability to stand and walk several hours at a time.

Mental Requirements:

Ability to read and to write legibly.

Ability to work with figures.

Ability to work with business forms.

CAREER INFORMATION

Mental Requirements:

Ability to take and follow directions.

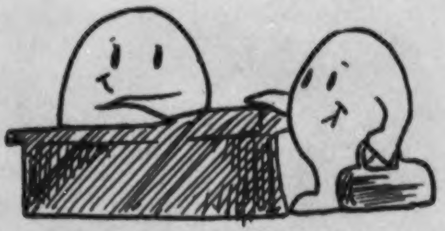
Ability to remain alert after long hours.

Good common sense.

Ability to converse with guests who have various personalities.

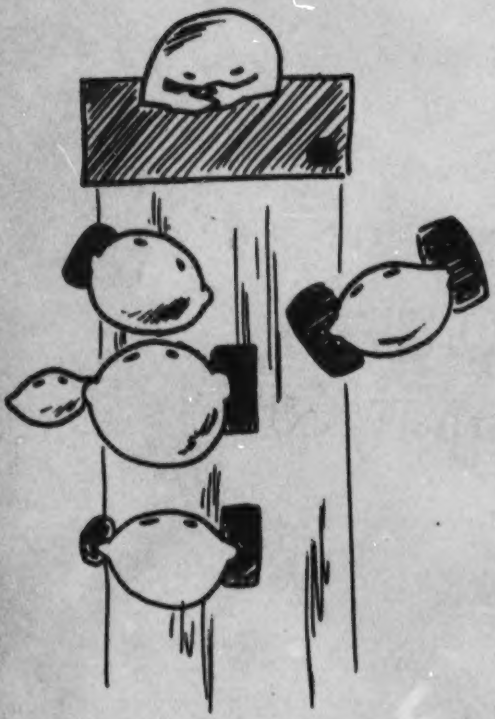
Physical Environment:

Hotels provide clean, attractive and comfortable surroundings in which to work. They range in size from those having more than 1,000 rooms to those having only a few rooms. Room clerks and reservations managers work behind a counter in the main lobby of the building. Reservations managers may have comfortable offices inside hotels or motels.



CAREER INFORMATION

Interaction with People:



Room clerks and reservations managers have an opportunity to meet and work with guests. A pleasant personality, telephone voice, and a friendly nature in dealing with guests is a must for this occupation. Representing the hotel or motel in an appropriate manner will determine the success of a room clerk or reservations manager. Employees of this nature are always subject to moods and personalities of the public whom they serve. Occasions may arise when room clerks work under more than routine job pressures, when the hotel or motel accommodates convention or tour groups or when local attractions bring in large numbers of people to be served. It can sometimes be difficult to remain pleasant, calm and patient in daily contacts with guests. One of the prime responsibilities of reservations clerks is the building of good public relations for the hotel or motel.

CAREER INFORMATION

Type of Dress:

Room clerks and reservations managers may wear uniforms supplied by the hotel. They are required to wear proper business attire and should be neat, clean, and well groomed. The appearance of front desk employees is very important because they often make the first impression of the hotel/motel upon the guests they serve.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. On Worksheet #1 complete the room reservation form by recording the information given on the appropriate lines of the form.

2. On Worksheet #2 complete the registration confirmation form by recording the information given on the appropriate lines of the form.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, record the following information on the appropriate lines of the room reservation form:

> On Wednesday, May 1, 1979, you receive a letter from Mr. Adam Thorpe, 1429 Meadow Lane, Chicago, Illinois, to make a room reservation in "The Peep Inn". Mr. Thorpe requests one room with two double beds for a party of four for three nights. He expects to arrive at 4:30 p.m. on Thursday, May 16, and check out at 11:00 a.m. on Sunday, May 19. According to the letter, Mr. Thorpe's home phone number is 431-8892. You check the hotel rate schedule and determine that the room rate is $26.00 per night. You assign Mr. Thorpe's party Room 201.

THE PEEP INN

Room Reservation Form

Date ______________________________

How Made: _____Letter _____Telegram _____Phone _____Verbal

Name ____

Address ____

____

Phone ____

Expected Date/Hour of Arrival ____

Expected Date/Hour of Departure ____

Number of Days ________________ Number In Party ________________

Type Room Desired ____

Rate ____

Room/s Assigned ____

WORKSHEET #2

To complete this activity, fill in the appropriate lines on the registration confirmation form based upon the room reservation made for Mr. Thorpe in Worksheet #1.

THE PEEP INN

Registration Confirmation Form

Date________________________________

Thank you, it was nice of you to think of us.

We will be happy to be your host on ______________________________

____.

We have reserved for you:

_____ Room with Double Bed for _____ persons.

_____ Room with Twin Beds for _____ persons.

_____ Room with two Double Beds for _____ persons.

Please remember that we cannot hold your reservation later than 7:00 p.m. unless it is paid for in advance. If you are delayed in route, kindly call for a time extension. We look forward to seeing you.

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WORKSHEET #1

Answer Key

Date May 1, 1979

How Made: X Letter ___ Telegram ___ Phone ___ Verbal

Name Mr. Adam Thorpe

Address 1429 Meadow Lane
Chicago, Illinois

Phone 431-8892

Expected Date/Hour of Arrival Thursday, May 15 - 4:30 p.m.

Expected Date/Hour of Departure Sunday, May 19 - 11:00 a.m.

Number of Days 3 Number In Party 4

Type Room Desired One room - two double beds

Rate $26.00 per night

Room/s Assigned Room 201

WORKSHEET #2

Answer Key

Date May 1, 1979

Thank you, it was nice of you to think of us.

We will be happy to be your host on Thursday, May 15, 1979 through Sunday, May 19, 1979.

We have reserved for you:

___ Room with Double Bed for ___ persons.

___ Room with Twin Beds for ___ persons.

1 Room with two Double Beds for 4 persons.

Please remember that we cannot hold your reservation later than 7:00 p.m. unless it is paid for in advance. If you are delayed in route, kindly call for a time extension. We look forward to seeing you.

Name ____

Occupational Cluster & Number Marketing and Distribution (3.12.2.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it
1. Reading career information for room clerk or reservations manager.					
2. Completing room reservation form.					
3. Completing registration confirmation form.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Hotel and Lodging

*Representative Job Titles with DOT and OE Codes

Recreation Director	DOT Code: 195.227-014	OE Code: 04.1800
Recreation Supervisor	DOT Code: 187.137-010	OE Code: 04.1800

OCCUPATIONAL TASK: Organizing Recreation Programs

OCCUPATIONAL COMPETENCY: Prepare a two-week schedule of indoor and outdoor recreational activities.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

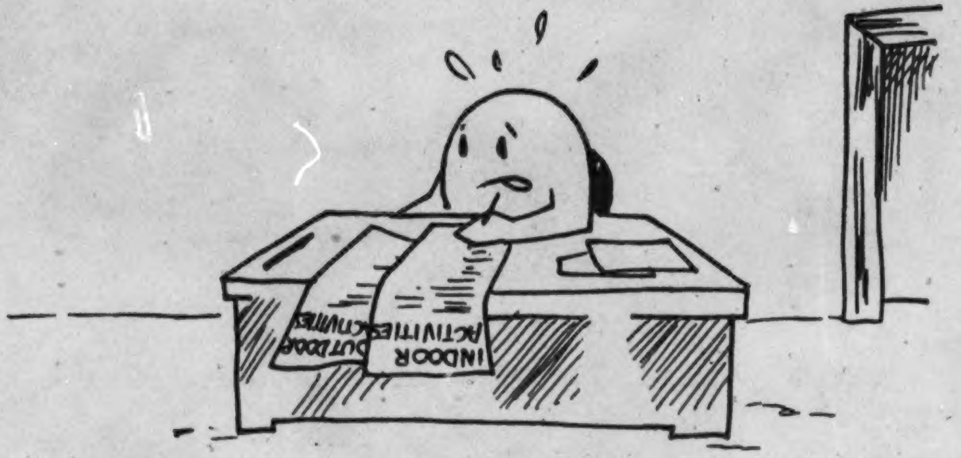
1. Recreation textbooks
2. Sports activity books
3. Career Information Booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

ORGANIZING RECREATION PROGRAMS



OCCUPATIONAL TASK: Organizing Recreation Programs

OCCUPATIONAL COMPETENCY: Prepare a two-week schedule of indoor and outdoor recreational activities.

LEARNING OBJECTIVE

When you have completed these activities you will be able to prepare a two-week schedule of indoor recreational activities and a two-week schedule of outdoor recreational activities.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Recreation Director	DOT Code:	195.227-014	OE Code:	04.1800
Recreation Supervisor	DOT Code:	187.137-010	OE Code:	04.1800

DUTIES:

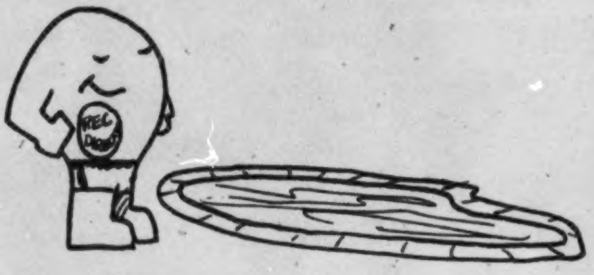
Plans, organizes, and directs comprehensive recreation programs both indoors and outdoors.

Studies and analyzes recreational needs and resources.

Oversees and assigns duties to staff.

Schedules maintenance and use of facilities.

Selects, develops, and supervises staff.



Evaluates effectiveness of recreation areas, facilities and services.

Studies local conditions and develops immediate and long-range plans to meet recreational needs of all age groups.

Trains personnel and evaluates performance.

Introduces new program activities, equipment, and materials to staff.

Recruits, interviews, and classifies applicants for workers.

Confers with recreation employees to resolve grievances and promote cooperation and interest.

CAREER INFORMATION

DUTIES:

Interprets recreation programs and their philosophy to individuals and groups through personal participation and staff assignments.

Compiles records of future engagements.

Negotiates with promoters to contract and schedule entertainment.

Prepares budget and directs expenditure of department funds and keeping of department records.

Compiles with state and local fire and liquor regulations governing operation of establishment.

May oversee workers engaged in keeping premises of establishment clean and in good repair.

May instruct people in the proper use of facilities and the correct rules and techniques used in sports, games, and other activities.

Interprets recreation service to public.

Participates in community meetings and organizational planning.

Develops and promotes recreation program, including music, dance, arts and crafts, cultural arts, nature study, swimming, social recreation and games, or camping.

May work in team with administrative or other professional personnel to insure that recreation is well balanced, coordinated and integrated with other services.

WHERE EMPLOYED:

Local, state, or federal government programs

Schools

Camps

Community Organizations

Churches

Commercial, Resort, or Residential Hotels

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

Employment of recreation workers is expected to increase very rapidly through the mid-1980's. Population growth, increased leisure time, and rising incomes underlie the expected growth in employment of recreation workers. As incomes rise, more people will participate in a variety of organized competitive and noncompetitive activities. Employment opportunities for persons having a bachelor's degree in recreation are expected to be excellent. As the number of college graduates with a major in recreation falls short of the demand, employment opportunities in this field will continued to be favorable for persons that have college training in social science, physical education, and health education. Often temporary job opportunities are available for seasonal employment in hotels or motels. Public pressure for recreation areas may result in the creation of many new parks, playgrounds, and national forests, land increased attention to physical fitness by government, educators, and others may produce a rise in public and industrial recreation programs.

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

Longer life and earlier retirements also will increase the demand for recreation programs for retired persons. All of these factors will increase the need for recreation workers.

EDUCATION AND TRAINING:

A high school education is a minimum requirement for a recreation director. An associate or bachelor's degree in recreation, or a related subject, is usually preferred. Part-time or seasonal work experience as a recreation leader often is required. Many activity specialists who concentrate in subjects such as drama, art, or dance have graduate degrees. Generally recreation directors must have a bachelor's degree with a major in recreation, social science, or physical education as well as part-time or seasonal experience. Advanced courses in recreation or public administration leading

CAREER INFORMATION

EDUCATION AND TRAINING:

to a master's degree are desirable for persons interested in higher level administrative positions. The typical program or recreation study includes courses in communications, natural sciences, the humanities, philosophy, sociology, drama and music. Specific courses in recreation include group leadership, program planning and organization, health and safety procedures, outdoor and indoor sports, dance, arts and crafts and field work in which the student obtains actual recreation leadership experience. Students interested in industrial recreation may find it desirable to take courses in business administration; those interested in therapeutic recreation should take courses in psychology, health education, and sociology. A few large cities and organizations offer recreation director trainee programs that generally last one year.

SPECIAL QUALIFICATIONS:

Young people planning careers as recreation workers must have the ability to motivate people and be sensitive to their needs. Activity planning often calls for creativeness and resourcefulness. Recreation workers should be

SPECIAL QUALIFICATIONS:

able to accept responsibility and exercise judgment since they usually work alone. To increase their leadership skills and understanding of people, students should obtain related work experience in high school and college.

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator.

Ask counselors or job placement coordinator at school.

Apply for part-time or seasonal volunteer programs in the field of recreation.

Apply for trainee programs in the field of recreation.

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CAREER INFORMATION

CHANCE OF ADVANCEMENT:

Recreation workers may advance to recreation directors or recreation supervisors. Young people entering the field may do volunteer, part-time, or summer work in recreation departments, camps, youth-serving organizations, institutions, and community centers. Most college graduates then enter the recreation field as activity specialists or recreation directors. Beginning recreation director jobs include recreation facility director, community center director, and supervisor of recreation leaders and attendants. A small number of college graduates begin in jobs that lead directly to administrative recreation positions. Opportunities for advancement to administrative positions are often limited for persons without graduate training. Advancement is sometimes possible through a combination of education and experience.

4

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

Annual salaries for recreation leaders in state and local governments ranged between $9,000 to $11,000 in 1978 according to a survey by the Public Personnel Association. In general, earnings are higher than the average for nonsupervisory workers in private industry, except in farming. Persons with bachelor's degrees in recreation generally received starting salaries ranging between $10,000 and $12,000 according to the National Recreation and Park Association. Recreation directors' salaries ranged from $15,000 to $25,000 depending on their responsibilities. Recreation worker salaries tend to be higher in the West than in other areas of the country. Other benefits may include: meals, parking facilities, furnished uniforms, paid sick leave, paid vacation, insurance and hospitalization, and use of recreational facilities.

WORKING CONDITIONS & LIFESTYLES:

Hours/Days:

The average work week for recreation workers is 40 hours, although some work more than 50 hours. A person entering the recreation field should expect some night work and irregular hours since they often work while others are

CAREER INFORMATION

Hours/Days:

enjoying leisure time. Recreation directors may work as much as 60 hours per week. Saturday, Sundays and holidays are often expected.

Physical Requirements:

Ability to lift up to 50 pounds.

Good health

Physical stamina

Ability to participate in indoor and outdoor sports, dancing, games, arts and crafts.

Ability to participate in all types of physical exercises.

Abundant energy

Coordination

Mental Requirements:

Ability to read and to write legibly.

Ability to work with business forms.

Ability to give, take and follow directions.

Good common sense.

Ability to instruct people in rules and techniques used in sports, games, and other activities.

Ability to develop and organize events that bring people with similar interests together.

Ability to work with people of all ages.

CAREER INFORMATION

Mental Requirements:

Ability to motivate people.

Creativeness and resourcefulness.

Ability to exercise good judgment and accept responsibility.

Physical Environment:

Recreation workers and directors may be expected to work both indoors and outdoors. The working environment of a recreation director will vary depending upon the time of the year and the type of activity he or she is engaged in. During the fall and winter sports seasons, recreation workers may be exposed to cold temperatures. In the spring and summer seasons, they may work in a sunny, warm climate. Recreation directors may have comfortable, plush offices as well.

CAREER INFORMATION

Interaction with People:

Recreation workers and directors must be able to converse with guests who have various personalities. A pleasant personality and a friendly nature in dealing with people of all ages is a must for this occupation. Employees of this nature are always subject to moods and personalities of the public whom they serve. The success of recreation workers is often dependent upon their ability to interact with others.

CAREER INFORMATION

Type of Dress:

The type clothing worn by recreation workers will vary depending upon the type of activity engaged in and its location. Sports clothes of all types may be required. Recreation directors should wear proper business attire when the situation calls for it. They should be neat, clean and well-groomed.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. On Worksheet #1 prepare a two-week schedule of indoor recreational activities. List one indoor activity in each box that represents one day of the two-week period. Do not use the same indoor activity twice.

2. On Worksheet #2 prepare a two-week schedule of outdoor recreational activities. List one outdoor activity in each box that represents one day of the two-week period. Do not use the same outdoor activity twice. You may select either summer outdoor activities or winter outdoor activities. Do not put both summer and winter outdoor activities together on one schedule.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

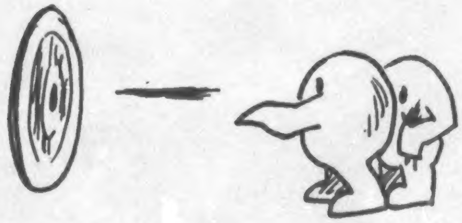
You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, prepare a two-week schedule of indoor recreational activities. List one indoor activity in each box below that represents one day of the two-week period. Do not use the same indoor activity twice.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



WORKSHEET #2

To complete this activity, prepare a two-week schedule of outdoor recreational activities. List one outdoor activity in each box below that represents one day of the two-week period. Do not use the same outdoor activity twice. You may select either summer outdoor activities or winter outdoor activities. Do not put both summer and winter outdoor activities together on one schedule.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

WORKSHEET #1

Answer Key

There are no specific answers to Worksheet #1. Answers will vary from student to student. The teacher should use discretion in evaluating the student's answer sheet.

WORKSHEET #2

Answer Key

There are no specific answers to Worksheet #2. Answers will vary from student to student. The teacher should use discretion in evaluating the student's answer sheet.

Name________________________________

Occupational Cluster & Number Marketing and Distribution (3.19.1.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading career information for recreation director.					
2. Preparing a schedule of indoor recreational activities.					
3. Preparing a schedule of outdoor recreational activities.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments________________________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Hotel and Lodging

*Representative Job Titles with DOT and OE Codes

Catering Manager	DOT Code:	187.167-106	OE Code:	04.1100
Chef	DOT Code:	313.131-014	OE Code:	04.1100
Chef Assistant	DOT Code:	313.131-026	OE Code:	04.1100

OCCUPATIONAL TASK: Planning Meals

OCCUPATIONAL COMPETENCY: Prepare two types of breakfast menus and two types of luncheon menus.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Hotel/Motel management textbooks
2. Home economics textbooks
3. Cookbooks
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

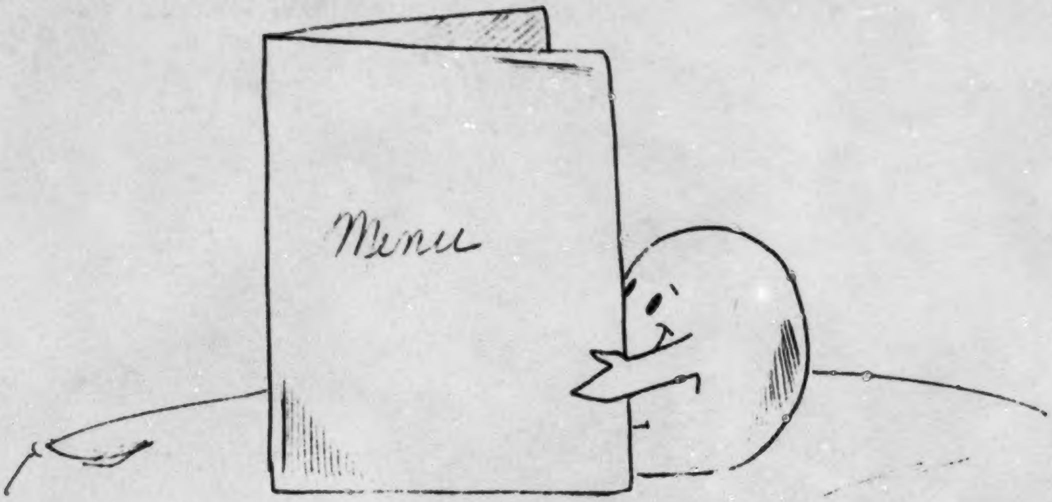
Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

4. Inform students completing Worksheet #1 that each breakfast menu must come from a different breakfast pattern (light, medium, and heavy). Example: Both menus cannot come from the light breakfast pattern.

5. Inform students completing Worksheet #2 that each luncheon menu must come from a different luncheon pattern (very light, light, moderate, heavy). Example: Both menus cannot come from the heavy luncheon pattern.

PLANNING MEALS



OCCUPATIONAL TASK: Planning Meals

OCCUPATIONAL COMPETENCY: Prepare two types of breakfast menus and two types of luncheon menus.

LEARNING OBJECTIVE

When you have completed these activities you will be able to prepare two breakfast menus and two luncheon menus using meal planning patterns as a guide.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Catering Manager	DOT Code:	187.167-106	OE Code:	04.1100
Chef	DOT Code:	313.131-014	OE Code:	04.1100
Chef Assistant	DOT Code:	313.131-026	OE Code:	04.1100

DUTIES:

Prepares hors d'oeuvres.

Estimates food and beverage consumption, costs, and requisitions or purchases supplies.

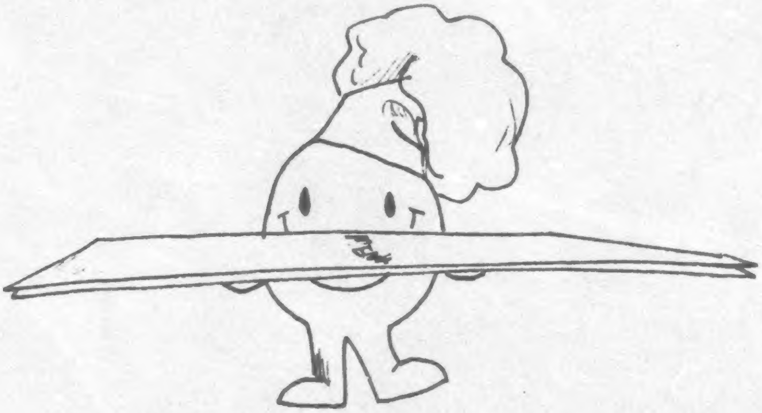
Receives and checks food supplies for quality and quantity.

May plan menus.

Carves meat.

May inspect equipment.

May maintain time and payroll records.



Designs and prepares decorated foods and artistic food arrangements for buffets.

Directs hiring and assignment of personnel.

Investigates and resolves food quality and service complaints.

Coordinates food service activities of hotel, restaurant, or other similar establishment or at social functions.

CAREER INFORMATION

DUTIES:

Complies with hotel or restaurant sanitation and public health rules for handling food.

Confers with food preparation and other personnel to plan menus and related activities such as dining room, bar, and banquet facilities.

Coordinates and participates in activities of cooks and other kitchen personnel engaged in preparing and cooking foods.

Selects and develops recipes.

May be responsible for dining room waiters, waitressess, and other dining room employees.

May prepare bread, rolls, cakes, and pastries.

Sculptures blocks of ice.

Cuts, trims, and bones meats and poultry for cooking.

Supervises personnel engaged in preparing, cooking, and serving meats, sauces, vegetables, soups, and other foods.

Portions cooked foods, or gives instruction as to size of portions and methods of garnishing.

Gives instruction to cooking personnel on fine points of cooking.

Creates new dishes and improves familiar ones.

Consults with the management regarding the profits and loss of the food service and ways to increase business and cut costs.

Arranges tables and decorations for social functions.

CAREER INFORMATION

WHERE EMPLOYED:

- Restaurants
- Schools
- Hotels
- Government Agencies
- Private Clubs
- Colleges
- Passenger Ships
- Department Stores

EMPLOYMENT OUTLOOK:

Employment of caterers and chefs is expected to increase moderately through the mid-1980's. In addition to employment growth, thousands of job openings will arise annually from the need to replace experienced workers who leave the occupation. The demand for cooks and chefs will increase as population grows and people spend more money on eating away from home. Higher average incomes and more leisure time will allow people to go out for dinner more often, and to take more vacations. Also, as more women enter the labor force, families often find dining out a welcome convenience. These factors will contribute to the growing demand for cooks, chefs, and caterers. Small restaurants and other eating places where food

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

preparation is fairly simple will provide the greatest number of starting jobs for cooks. Beginners who have had training in restaurant cooking, however, will be able to find jobs in hotels and restaurants where foods are prepared more elaborately.

EDUCATION AND TRAINING:

Most cooks acquire their skills on the job while employed as kitchen helpers working with experienced expert cooks or chefs. Less frequently, they are trained as apprentices under trade union contracts or in the training programs of some of the large hotels and restaurants. The occupation of chef or catering manager has no specific educational requirements; however, a high school education is always an asset to any job applicant in enhancing his changes for success and future job opportunities. Applicants who have completed formal training and coursework through schools of cookery or culinary institutes, as they are sometimes called, have greater skills to offer employers. Employers in the trade are becoming more and more aware of the value of such training. Apprenticeship training may qualify a person as a special type

EDUCATION AND TRAINING:

of cook, depending on the training. These apprenticeships usually last three years. Individuals interested in obtaining formal training may take courses in cooking in some public vocational schools or in private trade schools and at few colleges. The National Restaurant Association sometimes works with local restaurant associations and offers consultation and assistance in providing courses in specialized cookery. In a few cities, public schools, with the assistance of cooks, unions and restaurant associations offer training in commerical cooking methods. The Culinary Institute of America in New Haven, Connecticut, is one of the few private, nonprofit educational institutions which specialize in training cooks and chefs. Information regarding approved trade and vocational schools may be obtained from most vocational state departments of education. The Council on Hotel, Restaurant, and Institutional Education at Cornell University, Ithaca, New York, publishes a directory of colleges and schools offering training for chefs and caterers.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

Chefs, cooks and caterers are required by law in most states to possess a health certificate and to be examined periodically as a form of protection to the public in food handling. These examinations, usually given by state boards of health, assure the public that the individual is free from communicable diseases and skin infections. Immaculate personal cleanliness and good health are necessities in this trade. Chefs, cooks, and caterers must also possess a keen sense of taste and smell.

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator.

Ask counselors or job placement coordinator at school.

Promotion-from-within policy from jobs of lesser responsibility.

Through educational institutions which have training programs for chefs and caterers.

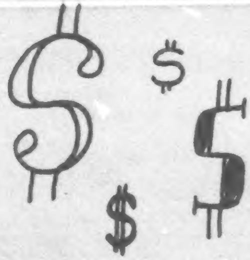
Home economics courses in high school or vocational school.

CAREER INFORMATION

CHANCE OF ADVANCEMENT:

Advancements in this trade depend on the personal qualifications, skill, training, experience, originality, and ambition of the individual. They are also somewhat dependent upon the general business and economic trends of employment in the labor market. Cooks with experience may advance themselves by moving to other places of employment for higher wages, or to establishments which desire some specialized skill they may have developed in preparing a particular kind of food. Cooks with a number of successful years of job experience may find positions open to them as chefs; however, in some cases it may require 15 or 20 years to obtain such a position, depending on personal qualifications and employment factors. Expert cooks who have obtained supervisory responsibilities as head cooks or chefs may advance to positions as executive chefs or to other types of managerial work.

EARNINGS AND ADDITIONAL BENEFITS:



Limited wage data indicates that in 1975 hourly pay rates ranged form $3.50 to $6.50 for chefs, $3.00 to $5.75 for cooks of various types, and $2.30 to $3.00 for assistant cooks. Most cooks

CAREER INFORMATION

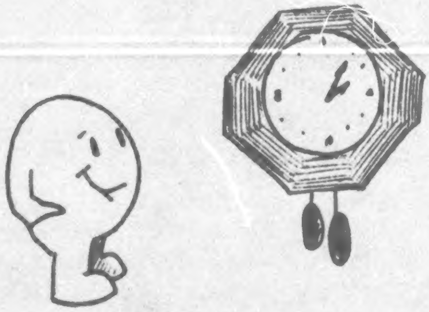
EARNINGS AND ADDITIONAL BENEFITS:

and chefs are not covered by union contracts. Wages of cooks and chefs vary depending on the part of the country and the type of establishment in which they work. Wages generally are higher in the West and in large, well-known restaurants and hotels. Cooks and chefs in famous restaurants earn much more than the minimum rates and several chefs with national reputations earn more than $36,000 per year. In addition to wages, restaurant cooks usually receive uniforms and at least one free meal a day. Paid vacations and holidays are common, and various types of health insurance programs also are provided.

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Hours in restaurants and hotels include late evenings, holidays, and weekend work. Chefs and caterers usually work from 40 to 48 hours a week.



CAREER INFORMATION

Physical Requirements:

Hand and finger dexterity

Hand-eye coordination

Good health

Abundant energy

Ability to stand and walk several hours at a time.

Mental Requirements:

Proficiency in mathematics.

Keen interest in food preparation.

Good common sense

Desire to experiment in developing new food combinations and new recipes.

Artistic flair

Creativity

Ability to give directions clearly.

Ability to read and to write legibly.

Ability to follow directions.

Ability to work with business forms.

Ability to remain alert after long hours.

Ability to work with people in a congenial manner.

Physical Environment:

Many kitchens are air-conditioned and have convenient work areas and modern equipment. Others, particularly in older or smaller eating places are often not as well equipped and

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CAREER INFORMATION

Physical Environment:

working conditions may be less desirable. In kitchens of all kinds, however, cooks must stand most of the time and work near hot ovens and ranges.

Interaction with People:

In this trade, individuals need to possess a temperament of patience with themselves and with others and be able to work in a congenial manner with many types of people. Caterers and chefs are subject to the moods and personalities of the public whom they serve. Occasions may arise when they work under more than routine pressure and they must remain calm and courteous to others.

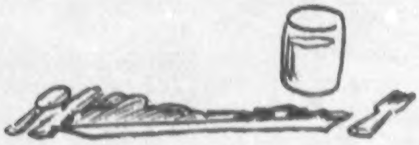
Type of Dress:

Caterers and chefs most often wear uniforms that are supplied for them by the place of employment. Good grooming and immaculate personal cleanliness are necessities in this trade.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. On Worksheet #1 prepare two types of breakfast menus using the breakfast patterns that are supplied for you as a guide.



2. On Worksheet #2 prepare two types of luncheon menus using the luncheon patterns that are supplied for you as a guide.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

A light breakfast is usually composed of fruit, a bread or a cereal, and a beverage. This type of breakfast is adequate for people who do not use a great deal of energy.

A medium breakfast may include fruit, cereal or eggs, bread, and a beverage. Most adults and growing boys and girls who are only moderately active usually eat a medium breakfast.

A heavy breakfast should include fruit, cereal, eggs alone or with a meat, bread, and a beverage. Children who are very active and adults who do heavy, active work should eat a breakfast of this type every day. They use a great deal of energy.

Using the breakfast patterns listed above as a guide, prepare two types of breakfast menus. Both menus cannot come from the same pattern. For example, do not prepare two light breakfast menus.

BREAKFAST MENU I	BREAKFAST MENU II

WORKSHEET #2

There are four types of luncheon patterns:

Very Light - Main Dish (soup, salad, or sandwich)
Bread
Beverage

Light - Main Dish (sandwich, salad, or hot dish)
Bread
Salad or Dessert
Beverage

Moderate - Main Dish (sandwich or hot dish)
Salad
Bread
Dessert
Beverage

Heavy - Soup
Main Dish (sandwich, salad, or hot dish)
Salad
Bread
Dessert
Beverage

Using the luncheon patterns listed above as a guide, prepare two types of luncheon menus. Both menus cannot come from the same pattern. For example, do not prepare two heavy luncheon menus.

LUNCHEON MENU I

LUNCHEON MENU II

WORKSHEET #1

Answer Key

There are no specific answers to Worksheet #1. Answers will vary from student to student. The teacher should use discretion in evaluating the student's answer sheet.

WORKSHEET #2

Answer Key

There are no specific answers to Worksheet #2. Answers will vary from student to student. The teacher should use discretion in evaluating the student's answer sheet.

Name____

Occupational Cluster & Number: Marketing and Distribution (3.08.5.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading career information for catering manager/chef.					
2. Preparing breakfast menus.					
3. Preparing luncheon menus.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Hotel and Lodging

*Representative Job Titles with DOT and OE Codes

Sales Manager	DOT Code:	163.117-018	OE Code:	04.1100
Night Auditor	DOT Code:	210.382-054	OE Code:	04.1100
Purchasing Agent	DOT Code:	162.157-038	OE Code:	04.1100

OCCUPATIONAL TASK: Preparing Sales Promotional Materials

OCCUPATIONAL COMPETENCIES:
1) To prepare a one-minute radio commercial.
2) To create a two-page magazine advertisement for a hotel.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Hotel/Motel management textbooks
2. Advertising textbooks
3. Career information booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.
4. Remind students that Worksheet #1 has two pages, Worksheet #2 has three pages.

PREPARING SALES PROMOTIONAL MATERIALS

ADVERTISING PLANS

OCCUPATIONAL TASK: Preparing Sales Promotional Materials

OCCUPATIONAL COMPETENCIES:

1) To prepare a one-minute radio commercial.
2) To create a two-page magazine advertisement for a hotel.

LEARNING OBJECTIVE

When you have completed these activities you will be able to write a one-minute commerical to be used on the radio. You will also be able to create a two-page magazine advertisement for a hotel.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Sales Manager	DOT Code:	163.117-018	OE Code:	04.1100
Night Auditor	DOT Code:	210.382-054	OE Code:	04.1100
Purchasing Agent	DOT Code:	162.157-038	OE Code:	04.1100

DUTIES:

Plans and administers sales policies and programs to foster and promote hotel patronage.

Consults newspapers, trade journals, and other publications to learn about contemplated conventions and social functions.

Organizes prospect files by listing information, such as names of officials and plans for conventions, to be used for promotional purposes.

Directs workers engaged in preparing promotional correspondence with travel bureaus, business and social groups.

Confers with department heads to discuss and formulate plans for soliciting business.

Contacts executives of organizations to explain services and facilities offered by hotel and to solicit their business.

Supervises and trains service representatives.

Plans and prepares advertising and promotional materials and arranges for newspaper and other publicity.

CAREER INFORMATION

DUTIES:

Verifies and balances entries and records of financial transactions reported by various hotel departments during the day, using adding, bookkeeping, and calculating machines.

May perform duties of hotel clerk in smaller businesses.

Purchases materials and supplies or services necessary for the operation of hotel or motel.

Reviews requisitions.

REQUISITIONS

Interviews vendors to obtain information concerning product, price, ability of vendor to produce the product or service, and delivery date.

Selects purchase items by testing, observing, or otherwise examining.

Estimates values according to knowledge of market price.

Reviews bid proposals from vendors and enters into contracts within budgetary limitations.

Keeps records pertaining to items purchased, costs, delivery, product performance, and inventories.

Discusses defects of purchased goods with quality control or inspection personnel to determine sources of trouble and takes corrective action.

CAREER INFORMATION

DUTIES:

May approve bills for payment.

Purchases goods at the lowest possible cost, and sees that adequate supplies are on hand.

Invites suppliers to bid on large orders; then selects the lowest bidder among those who meet requirements for quality of the goods.

Develops good business relations with suppliers.

WHERE EMPLOYED:

Commercial Hotels

Residential Hotels

Resort Hotels

Motels

Government Agencies

Private Industries

Schools

Hospitals

EMPLOYMENT OUTLOOK:

A moderate increase in the employment of purchasing agents, sales managers, and night auditors is expected through the mid-1980's. In addition to job openings resulting from growth, many opportunities are expected annually because of the need to replace personnel who leave the field for other reasons. Major factors underlying this growth include the continued increase in the size of business and manufacturing firms and the development of new products and sources

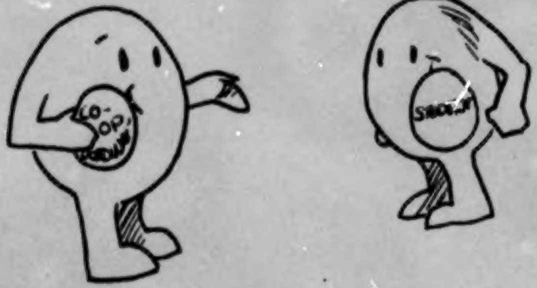
CAREER INFORMATION

EMPLOYMENT OUTLOOK:

of supply such as foreign markets. In particular, the ever-increasing complexity and specialization of business functions and products will spur demand for these occupations. Demand will be strong for graduates of schools of business administration. Graduates from liberal arts colleges will be able to obtain trainee positions with many types of firms. Outstanding people without college degrees will continue to be promoted from clerical, sales, and other positions.

EDUCATION AND TRAINING:

Employers differ greatly in what they require as to educational background for purchasing agents, sales managers, and night auditors. With a high school education and some work experience, it is possible to obtain certain jobs. Courses which prove especially helpful include economics, business law, accounting, office machines, typing, shorthand, speech,



EDUCATION AND TRAINING:

advertising, and salesmanship. Enrollment in a DE/DCT Program may also prove helpful. The likelihood of acquiring a supervisory position will tend to decrease if one does not have a college degree. Some employers require a college degree in business management. Regardless of previous training, the beginning worker must spend considerable time learning about the company's operations. Students desiring to gain experience in entry level positions may do so by obtaining clerical positions. To enter government purchasing departments, one must take and pass a competitive civil service examination. An increasing number of public trade and vocational schools are offering courses in hotel service training which also may be an asset in obtaining the more desirable positions.

SPECIAL QUALIFICATIONS:

There are no specific licensure or certification requirements imposed by law or official organization. Among the many personal traits important to purchasing agents, sales managers and night auditors are honesty and integrity. They should be of calm temperament and firm in decisions.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

These positions are partially public relations assignments, therefore, employees of this nature must strive to be diplomatic, tactful and cooperative. They should also possess initiative and good judgment.

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator.

Ask counselors or job placement coordinator at school.

Promotion-from-within policy from jobs of lesser responsibility.

Apply directly to hotel/motel.

Through educational institutions which have training programs in hotel and institutional management.

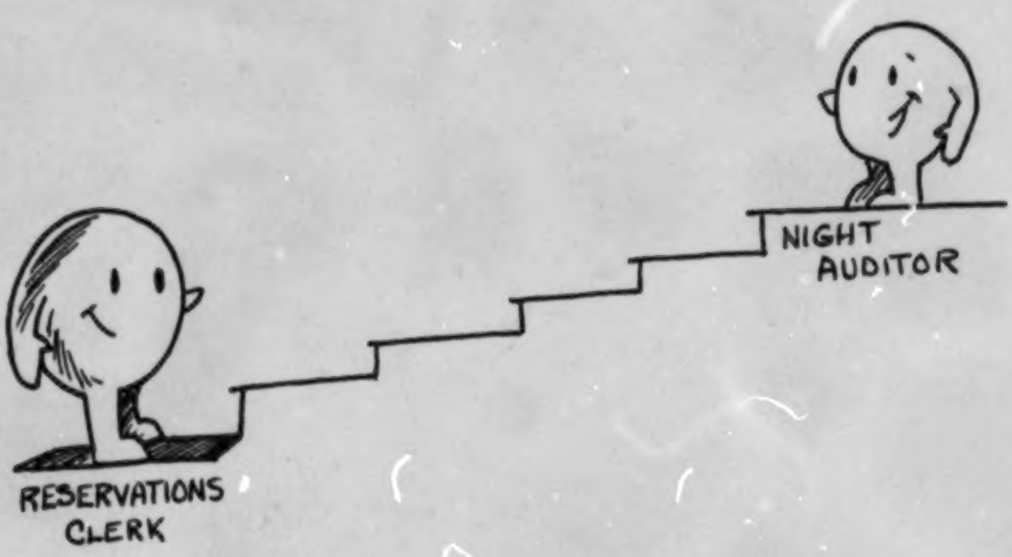
CHANCE OF ADVANCEMENT:

Opportunities for advancement will be available for those employees whose work is good and who demonstrate responsibility. The majority of hotels have a promotion-from-within policy for positions of purchasing agents, sales manager, and night auditor. Advancements are often dependent upon an employee's experience, work performance, education and training, and the possession of the desired personal characteristics.

CAREER INFORMATION

CHANCE OF ADVANCEMENT:

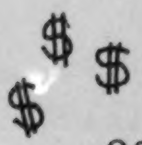
An employee might for example, be promoted from the job of office clerk to purchasing agent, or from the position of reservations clerk to night auditor. In addition, there is considerable opportunity for advancement through changing employers.


NIGHT AUDITOR
RESERVATIONS CLERK

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

College graduates hired as pruchasing trainees in large firms earned from $8,090 to $10,330 a year in 1975, according to the limited data available. In the Federal Government, beginning purchasing agents who had college degrees earned between $8,230 and $10,805 in 1975, depending on scholastic achievement and performance on the Federal Service Entrance Examination. In 1975, some top purchasing executives with many years of experience earned over $50,000 a year. Purchasing agents earn about one and one-half times as much as the average for all non-supervisory workers in private industry, except farming. According to recent earnings studies conducted by the American Hotel & Motel Association, night auditors earn between $7,500 and $14,000 yearly. A few earn as much as $25,000 per year. Sales managers earn between $10,000 and $26,000. Some may earn as much as $31,500. Other benefits may include: company car, meals, parking facilities, paid sick leave, paid vacation, insurance and hospitalization.



CAREER INFORMATION

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Purchasing agents and sales managers spend from 40 to 60 hours a week on the job. Days and hours may be flexible with some evenings, Saturdays, or Sundays expected. Night auditors work from 40 to 50 hours weekly during the night shift.

Physical Requirements:

Good health

Abundant energy

Ability to stand and walk several hours at a time.

Mental Requirements:

Initiative

Common sense

Ability to read and to write legibly.

Ability to work with figures and business forms.

Ability to make buying decisions.

Ability to work independently.

Ability to analyze numbers and technical data.

Good memory for details.

Ability to remain alert after long hours.

Creativity

CAREER INFORMATION

Interaction with People:

Young people who wish to become night auditors, sales managers, and purchasing agents should be able to get along well with people. A pleasant personality, telephone voice, and a friendly nature in dealing with employees and customers is a must for this occupation. Representing the hotel or motel in an appropriate manner will often determine the success of persons employed in those occupations. The ability to communicate and sell ideas and services and to make wise decisions in purchasing goods and services is of upmost importance.

Type of Dress:

Purchasing agents, night auditors, and sales managers are most often required to wear business attire. They should be neat, clean and well groomed. The appearance of these employees is very important because they often make the first impression of the hotel/motel upon the people they encounter.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. On Worksheet #1 read the information given and then write a one-minute commercial to be used on the radio.

2. On Worksheet #2 read the information given and then create a two-page magazine advertisement for a hotel.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1-A

To complete this activity, read the following description carefully. Your answer will be based on the information below:

> You are the sales manager for "The Peep Inn." This hotel has 1300 rooms. There is one indoor and one outdoor swimming pool. There is an indoor skating rink. Each floor of this 16-story structure has an attractive lounge overlooking the ocean. On the 4th, 8th, 12th, and 16th floors there are cocktail lounges, in addition to two large cocktail lounges on the first floor. Two large rooms on the first floor can be used for conventions or for large meetings seating up to 3,000 people. These same rooms are located near the kitchen and can be used for banquet-style dinners for as many as 750 people.
>
> The main floor has a beautiful lobby and front desk area. There is a coffee shop/restaurant setup that does a large part of the breakfast and lunch business, and a huge dining room that is used for the evening meal. There are two gift shops on the main floor of the hotel. There are also three small banquet rooms with a seating capacity of 250 each. There is a small gymnasium which can accommodate basketball, volleyball, and weight-lifting activities. A sauna bath is next to the gymnasium. Adjoining the hotel are 18 tennis courts. Inside the hotel is a barbershop, beauty shop, and dry cleaners. Underground parking is provided instead of away from the hotel. You as the sales manager believe that this is the finest ocean-front hotel in the world.

Write a one-minute commerical to be used on the radio

WORKSHEET #2-A

To complete this activity, read the following description carefully. Your answer will be based on the information below:

> You are the sales manager for "The Peep Inn." This hotel has 1300 rooms. There is one indoor and one outdoor swimming pool. There is an indoor skating rink. Each floor of this 16-story structure has an attractive lounge overlooking the ocean. On the 4th, 8th, 12th, and 16th floors there are cocktail lounges, in addition to two large cocktail lounges on the first floor. Two large rooms on the first floor can be used for conventions or for large meetings seating up to 3,000 people. These same rooms are located near the kitchen and can be used for banquet-style dinners for as many as 750 people.
>
> The main floor has a beautiful lobby and front desk area. There is a coffee shop/restaurant setup that does a large part of the breakfast and lunch business, and a huge dining room that is used for the evening meal. There are two gift shops on the main floor of the hotel. There are also three small banquet rooms with a seating capacity of 250 each. There is a small gymnasium which can accommodate basketball, volleyball, and weight-lifting activities. A sauna bath is next to the gymnasium. Adjoining the hotel are 18 tennis courts. Inside the hotel is a barbershop, beauty shop, and dry cleaners. Underground parking is provided instead of away from the hotel. You as the sales manager believe that this is the finest ocean-front hotel in the world.

Create a two-page magazine advertisement for a hotel.

WORKSHEET #1-A & 1-B

Answer Key

There are no specific answers to Worksheet #1-A, 1-B. Answers will vary from student to student. The teacher should use discretion in evaluating the student's answer sheet.

WORKSHEET #2-A, 2-B & 2-C

Answer Key

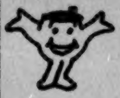
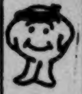
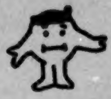
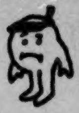
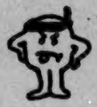
There are no specific answers to Worksheet #2-A, 2-B and 2-C. Answers will vary from student to student. The teacher should use discretion in evaluating the student's answer sheet.

Name ______________________________

Occupational Cluster & Number Marketing and Distribution (3.12.5.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
					
1. Reading career information for sales manager, night auditor, and purchasing agent.					
2. Writing a one-minute commercial to be used for radio.					
3. Creating a two-page magazine advertisement for a hotel.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

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BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Hotel and Lodging

*Representative Job Titles with DOT and OE Codes

Assistant Manager DOT Code: 187.117-038 OE Code: 04.1100

Manager DOT Code: 187.117-038 OE Code: 04.1100

OCCUPATIONAL TASK: Handling Human Relations

OCCUPATIONAL COMPETENCY: Determine the type of discipline to be administered to employees when problems arise.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

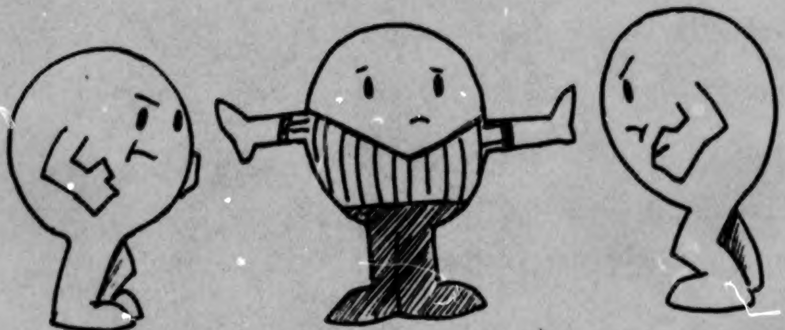
1. Hotel/Motel management textbooks
2. Career information booklets
3. Occupational Outlook Handbook
4. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.
4. Answers will not be supplied for student worksheets in this packet. Teacher should use discretion.

HANDLING HUMAN RELATIONS



OCCUPATIONAL TASK: Handling Human Relations

OCCUPATIONAL COMPETENCY: Determine the type of discipline to be administered to employees when problems arise.

LEARNING OBJECTIVE

When you have completed these activities you will be able to suggest an appropriate solution for handling disciplinary problems that arise among employees.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Assistant Manager	DOT Code:	187.117-038	OE Code:	04.1100
Manager	DOT Code:	187.117-038	OE Code:	04.1100

DUTIES:

Manages hotel or motel to insure efficient and profitable operation.

Maintains good public relations.

May plan employee training programs.

May supervise assistants who manage departments.

Sees that books are in order for regular auditing procedures.

Promotes personnel as vacancies occur.

Terminates employment of personnel when necessary.

May confer with business and social groups and partcipate in community affairs.

Establishes standards for personnel administration and performance.

Hires personnel.

Assigns duties to personnel.

CAREER INFORMATION

DUTIES:

Plans dining room, bar, and banquet operations.

Establishes standards for service to patrons, room rates, advertising, publicity and credit.

Conducts meetings with personnel to discuss changes or programs involving employees.

May process reservations and handle customer complaints.

Establishes standards for food selection and services, and type of patronage to be solicited.

Directs and coordinates the activities of the front officer and various hotel departments including housekeeping, accounting, personnel and maintenance.

Delegates authority and assigns responsibilities to department heads.

Allocates funds, authorizes expenditures, and assists in planning budgets for departments.

May organize either a newly acquired hotel or establish hotels in different cities or in foreign countries.

If differences of opinion or personality clashes arise among employees, the manager is called upon to restore good feelings within the staff.

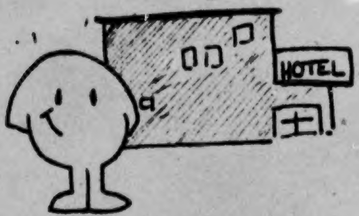
WHERE EMPLOYED:

Commercial Hotels

Resort Hotels

Residential Hotels

Motels



CAREER INFORMATION

EMPLOYMENT OUTLOOK:

Hotel manager employment is expected to increase very rapidly through the mid-1980's. New positions will arise as additional hotels and motels are built. The demand for assistant managers to take the place of those who are promoted will increase as managers retire or transfer into other areas. Expanded services to meet the needs of conventions and great numbers of travelers may increase the demand for department heads or assistant managers. Improved roads, tax deductions, company expense accounts, and special interest expositions will cause hotel business to continue to flourish in the next decade. In all probability this will result in a steady although moderate demand for well-trained managers far into the forseeable future.

EDUCATION AND TRAINING:

Although experience is generally the most important consideration in selecting managers, employers are increasingly emphasizing college education. Many believe a four-year college curriculum in hotel and motel administration is the best educational preparation. Courses in hotel work, available in public trade schools,

CAREER INFORMATION

EDUCATION AND TRAINING:

vocational schools, and junior colleges are helpful. The American Hotel and Motel Association also provides training courses. Enrollment in DE/DCT Program in high school can provide an opportunity to explore hotel work in all areas. The high rate of turnover in various hotel jobs such as bell clerks and maintenance workers makes it relatively easy to obtain experience in hotel work. Entry level jobs give the person interested in hotel management an opportunity to deal with the hotel public and see the operation from all perspectives. Usually the pay in these jobs is not high enough to keep employees for prolonged periods, but many are moved up to more responsible positions as they prove their ability. Even with specialized requirements, college-trained people are often asked to start by working in front office positions such as reservations clerks or department heads, before being promoted to assistant manager or manager.

SPECIAL QUALFICATIONS:

The hotel manager must understand hotel administration, hotel accounting, the economics of food service, and general hotel engineering.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

It is also helpful to have a strong cultural background in history, psychology, literature, and languages. A successful hotel manager must have the ability to handle many business matters. He should have the ability to get along with guests as well as hotel employees in various departments. The more comfortable he is with people, the more likely his success. The ability to make quick decisions of a business and social nature while maintaining his composure under stress is vital. A great deal of patience and tact as well as a sense of humor are extremely necessary in dealing with all types of personalities. The ability to remember names and make people feel at home is a unique asset which provides a most favorable impression. A hotel manager must have a real interest in people and the ability to be diplomatic in any and all situations.

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator for more information and possible placement in entry level positions. Ask counselors or job placement coordinator at school.

CAREER INFORMATION

WAYS TO ENTER FIELD:

Apply for management trainee program.

Promotion from within the motel/hotel from jobs of lesser responsibility.

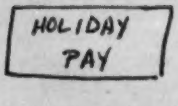
Through educational institutions which have training programs in hotel and motel management.

CHANCE OF ADVANCEMENT:

After a trainee has proven successful in one on-the-job assignment, the trainee is often moved to another interdepartmental job in order to widen his or her experiences. These new assignments may be in the nature of an advancement. For example, a bell clerk may be promoted to bell captain or a waiter may be promoted to headwaiter. On occasions a trainee may be rotated to other departments for various experiences. College training helps the employee but does not assure advancement until the individual has proven his or her worth in a lesser task. Usually a person with college training will advance more rapidly than the person without such training, but even here several years experience is usually necessary before advancement into top management is made. A basic consideration for advancement seems to be proof of successful hotel experience.

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:



The size and location of hotel is a major factor in determining the earnings of assistant managers and managers. The manager's income will depend greatly upon the size of the building, the services rendered, the length of the season, the wages paid to the staff, and a great variety of miscellaneous charges and general maintenance expenses. According to two recent earnings studies by the American Hotel & Motel Association, managers salaries range from $13,800 to $28,500. A few earn as little as $12,000 or as much as $50,000. Many hotels provide managers and their families with living quarters, company car, meals and the use of the hotel facilities as part of their earnings. Other benefits may include: pension plans, life insurance, hospitalization, paid vacations, paid sick leave, paid holidays, profit sharing privileges, and unemployment and workmen's compensation.

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Most managers spend approximately 60 hours a week on the job. Days and hours may be flexible with some evenings, Saturdays, and Sundays expected. Managers are often required to be on call 24 hours a day.

CAREER INFORMATION

Physical Requirements:

Good health

Abundant energy and physical stamina.

Ability to stand and walk several hours at a time.

Mental Requirements:

Common sense is an important trait for hotel/motel managers. Managers must be able to approach problems objectively, weigh the objectives and make wise decisions. A considerable knowledge of all phases of hotel business gained by experience and training is necessary. The ability to stay aware of technical developments and trends in public taste is also a requirement. The hotel manager must be able to read, write legibly, and work with figures and business forms of all types. The ability to remain alert after long hours on the job is also necessary.

Physical Environment:

Hotels provide clean, attractive and comfortable surroundings in which to work. They range in size from those having only a few rooms to many rooms. Many hotel managers live in the hotels they manage and enjoy the same facilities as the guests they serve. The manager may also have a comfortable, well-decorated office inside the hotel or motel.

CAREER INFORMATION

Interaction with People:

In hotel establishments, the ability to coordinate the operations of various departments with a minimum of friction among staff members is a most important requirement. Young people who wish to work up to a manager's position should be able to get along well with all types of personalities. A pleasant personality and friendly nature in dealing with guests and employees is a must for this occupation. Representing the hotel or motel in an appropriate manner will determine the success of a manager. Managers are often subject to the moods and personalities of the public whom they serve. They may find guests difficult to please or kind and appreciative of their services.

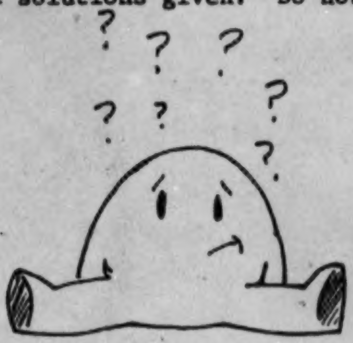
Type of Dress:

Most managers are required to wear business attire. They need to be neat, clean and well groomed as they set an example for employees and represent the hotel or motel.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. On Worksheet #1, complete the answers to the questions that follow the case problem. Explain what is right or wrong with each of the solutions given. Do not give just "yes" or "no" answers.



2. On Worksheet #2, complete the answers to the questions that follow the case problem. Explain your answers in detail.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, put yourself in the role of the hotel manager and write the answers to the questions that follow the case problem. Explain what is right or wrong with each of the solutions given. Do not give just "yes" or "no" as the answer.

The clerical office of "The Peep Inn" has grown rapidly and the office force has expanded from three girls to six. This increase in personnel without increase in office space allows for easier conversation between the girls, but certainly slows the productivity.

As the hotel manager, you are in charge of the office and you note that the work is getting behind schedule. Not wishing to cause any hard feelings between the girls, you try to quietly observe who is doing most of the talking and not doing her proper share of the work.

You note that Karen and Debbie are good friends. They share the same corner of the office and Debbie does most of the talking.

You decide to have Debbie change places with one of the other girls and you give her a few more tasks to do to keep her busy and allow her less time to talk. This works out quite well for a few days when you notice Debbie walking across the room to visit with Karen at quite a few intervals during the day.

At this point you decide it would be best to call all of the girls together and explain the importance of completing their work promptly. Much to your surprise, Karen bluntly tells you that you have overloaded Debbie with work. You know this is an untrue statement and you ponder what your next move should be. Which of the following solutions do you feel is the most appropriate to solve the problem? Why?

1. Should you allow the girls an extra five minutes at coffee break to have additional conversation?
2. Should you show your authority by asking for the resignations of those who do not wish to share the normal work load?
3. Should you let Karen know she is not managing the office of the hotel?
4. Should you ask both Debbie and Karen to resign?
5. Should you appoint an office manager?

WORKSHEET #2

To complete this activity, put yourself in the role of the hotel manager and write the answers to the questions that follow the case problem. Explain your answers in detail.

> As manager of "The Peep Inn," you promote Mary Adkins from reservations clerk to reservations manager. Mary has been employed by "The Peep Inn" for five years and has done an outstanding job as reservations clerk. She has proven to be dependable and reliable. Mary's regular days off are Tuesday and Wednesday because she is required to work both Saturday and Sunday.
>
> Several months after being promoted to reservations manager, Mary begins to call in sick on every Monday. You have been happy with her performance as reservations manager, but her absence on Mondays is causing an additional burden on the other reservations clerks. Several of the clerks have come to you and complained about the increased work load as a result of her absence.
>
> You decide to ask Mary why she is absent every Monday. She replies that she uses Mondays to rest up from the weekend because she works very hard on Saturday and Sunday when the hotel is usually very busy at the front desk. You suggest to Mary that she tries to be present on Mondays for work because it is causing extra work and hours for the other clerks. Mary replies, "Well, perhaps if I had some help on Saturday and Sunday, I would not feel so tired on Monday. After all, there is a lot more responsibility being the reservations manager."

1. As manager, what problem do you have?
2. Do you think you should fire Mary? Why or why not?
3. Do you think there is any way of resolving the problem without firing Mary? How?
4. Explain what you would say to Mary Adkins and to the other clerks that had come to you with the complaint.

WORKSHEET #1

Answer Key

There are not specific answers required. Students answers may vary from one student to the next. Teacher should use his or her discretion in evaluating answers.

WORKSHEET #2

Answer Key

There are not specific answers required. Students answers may vary from one student to the next. Teacher should use his or her discretion in evaluating answers.

Name ______________________________

Occupational Cluster & Number Marketing and Distribution (3.12.3.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it
1. Reading career information for assistant manager or manager of a hotel/motel.					
2. Answering case problems on human relations.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

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BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Hotel and Lodging

*Representative Job Titles with DOT and OE Codes

Service Superintendent DOT Code: 329.137-010 OE Code: 04.1100

Executive Housekeeper DOT Code: 187.167-046 OE Code: 04.1100

Building Superintendent DOT Code: 187.167-190 OE Code: 04.1100

OCCUPATIONAL TASKS:
1) Hiring Maintenance Personnel
2) Designing a Motel Room

OCCUPATIONAL COMPETENCIES:
1) To determine necessary personality traits needed by housecleaners.
2) To design a model Motel Room.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Hotel/Motel management textbooks
2. Personnel management textbooks
3. Interior Decoration and Design textbooks
4. Career information booklets
5. Occupational Outlook Handbook
6. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

HIRING MAINTENANCE PERSONNEL

DESIGNING A MOTEL ROOM

OCCUPATIONAL TASKS:
1) Hiring Maintenance Personnel
2) Designing a Motel Room

OCCUPATIONAL COMPETENCIES:
1) To determine necessary personality traits needed by housecleaners.
2) To design a model motel room.

LEARNING OBJECTIVE

When you have completed these activities you will be able to prepare a list of personality traits which you feel are important for housecleaners to possess. You will also be able to draw a diagram of the ideal motel room including the placement of necessary furnishings and fixtures.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Service Superintendent DOT Code: 329.137-010 OE Code: 04.1100

Executive Housekeeper DOT Code: 187.167-046 OE Code: 04.1100

Building Superintendent DOT Code: 187.167-190 OE Code: 04.1100

DUTIES:

Supervises and coordinates activities of workers engaged in handling baggage, operating elevators, and cleaning public areas of hotel.

Hires and terminates workers.

Assigns duties to workers.

Adjusts guests' complaints regarding service personnel.

Conducts investigations for lost baggage.

EXECUTIVE
HOUSE
KEEPER

May arrange for services, such as stenographic, notary public or baby sitting.

May perform tasks of subordinates.

May select and purchase new furnishings.

Coordinates activities with those of other departments.

Directs institutional housekeeping program to insure clean, orderly, and attractive conditions of establishment.

CAREER INFORMATION

DUTIES:

Purchases building and maintenance supplies, machinery and equipment.

Organizes and directs departmental training programs, and resolves personnel problems.

Directs contracted projects to verify adherence to specifications.

Writes activity and personnel reports for review by management.

May evaluate records to forecast department personnel requirements, and to prepare budget.

May prepare construction specifications or plans, obtaining advice from engineering consultants.

Periodically inventories supplies and equipment and investigates new and improved cleaning instruments.

Assigns workers to duties such as maintenance, repair, or renovation and obtains bids for additional work from outside contractors.

Compiles records of labor and material cost for operating building and issues cost reports to owner or managing agents.

May assemble and analyze contract bids and submit bids and recommendations to superiors for action.

CAREER INFORMATION

DUTIES:

Establishes standards and procedures for work of housekeeping staff, and plans work schedules to insure adequate service.

Inspects and evaluates physical condition of establishment, and submits to management recommendations for painting, repairs, furnishings, relocation of equipment, and reallocation of space.

Directs activities of workers engaged in operating and maintaining facilities and equipment in buildings such as apartment houses or office buildings.

WHERE EMPLOYED:

Commercial Hotels

Residential Hotels

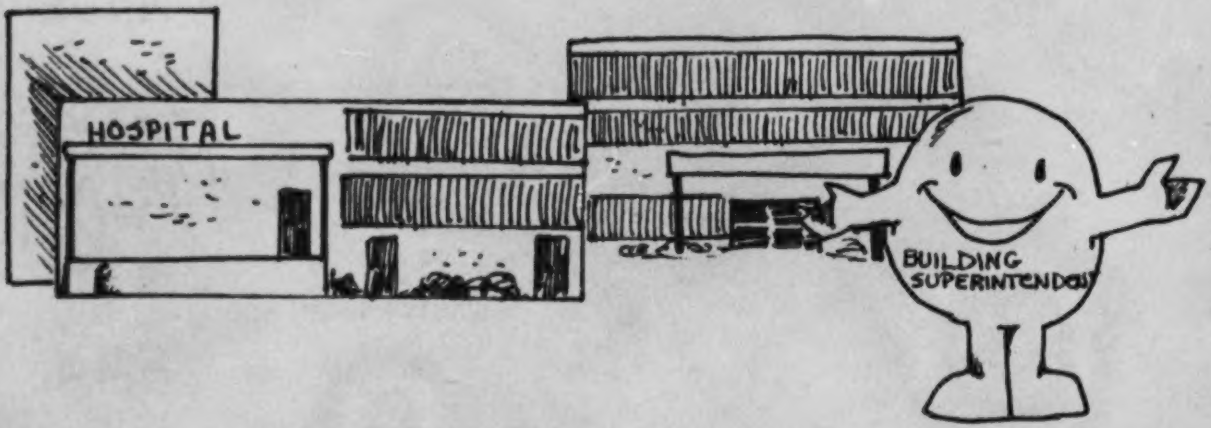
Resort Hotels

Motels

Hospitals

Residence Halls of Colleges

Welfare or Mental Health Institutions



CAREER INFORMATION

EMPLOYMENT OUTLOOK:

Several hundred openings for hotel housekeepers and their assistants are expected each year through the mid-1980's. Although most openings will be to replace workers who would normally leave their jobs, some new positions will become available in newly built hotels and the growing number of luxury hotels. Because established hotels usually fill vacancies by promotions from within (assistant housekeepers to executive housekeepers) outsiders will find their best job opportunities in newly built motels or hotels. Competition is likely to be keen. The expanding number of hotels and large motels are creating some new jobs, especially in large cities. Jobs as hotel housekeepers are somewhat limited, as are jobs as executive housekeepers, by the fact that there is usually just one position of this type in a hotel. However, more vacancies are reported than there are qualified people to fill them. Job turnover for these positions may be rather low, and it sometimes takes a number of years for a vacancy to occur in one hotel. Many temporary job openings occur for assistant workers in resort hotels and motels that are open on a seasonal basis, or have a seasonal rush period.

CAREER INFORMATION

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator.

Ask counselors or job placement coordinator at school.

Promotion-from-within policy from jobs of lesser responsibility.

Through educational institutions which have training programs in hotel and institutional management.

Apply directly to hotel/motel.

CHANCE OF ADVANCEMENT:

Housekeepers may be promoted to assistant housekeepers with some experience and good performance records. Assistant housekeepers may be promoted to executive housekeepers after several years of experience. Opportunities are limited, however, because only one executive housekeepers job is available in any hotel or motel.

EARNINGS AND ADDITIONAL BENEFITS:

According to recent earnings studies conducted by the American Hotel and Motel Association, executive housekeepers earn between $6,200 and $14,000. Some earn as much as $25,000. Often executive housekeepers or building superintendents

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

are provided with living quarters and a company vehicle. Other benefits may include: parking facilities, furnished uniforms, paid sick leave, paid vacation, insurance, and hospitalization.

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Building superintendents may be on call 24 hours daily. Days and hours are flexible with some holidays, evenings, Saturdays and Sundays expected. Most building superintendents spend approximately 50 to 60 hours a week on the job.

Physical Requirements:

Good health

Abundant energy and physical stamina.

Ability to stand and walk several hours at a time.

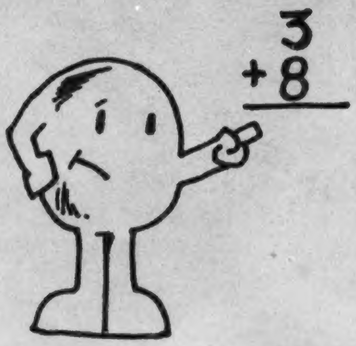
Hand and finger dexterity.

Hand-eye coordination

Ability to lift up to 50 pounds.

Opportunity for exercise on job--not confined to a job which requires sitting all day.

CAREER INFORMATION



Mental Requirements:

Proficiency in mathematics.

Creativity

Good common sense

Ability to give directions clearly.

Ability to read and to write legibly.

Ability to follow directions.

Ability to work with business forms.

Ability to remain alert after long hours.

Ability to make buying decisions.

Ability to work with people in a congenial manner.

Ability to work independently.

Ability to supervise workers.

Tactfulness

Ability to approach problems objectively, weigh the objectives, and make wise decisions.

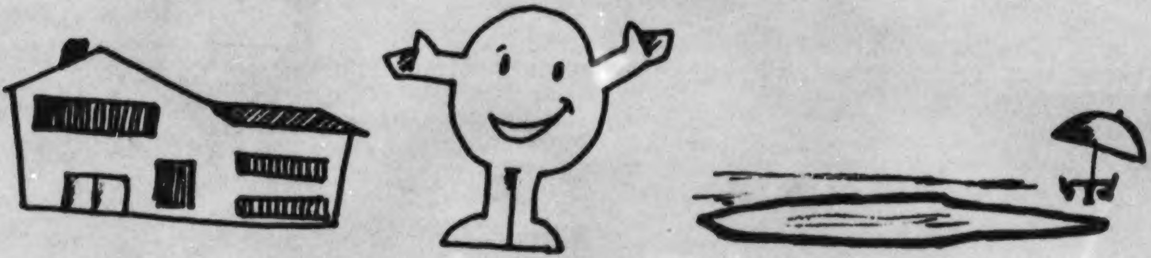
Knowledge of health, safety, and fire rules and regulations.

Knowledge of interior decoration and design.

CAREER INFORMATION

Physical Environment:

Building superintendents are responsible for the upkeep of the buildings and grounds. Their work may taken them indoors and outdoors in a supervisory capacity. It is considered fairly clean work. Many building superintendents have offices which are clean, well-decorated, and comfortable. Building superintendents may travel occasionally as a part of their job.



Interaction with People:

Building superintendents have an opportunity to meet and work with employees, tenants and guests. A pleasant personality and a friendly nature in dealing with people is a must for this occupation. Representing the hotel or business in an appropriate manner will determine the success of a building superintendent. Employees of this nature are subject to the moods and personalities of a variety of people with whom they make contact daily.

CAREER INFORMATION

Type of Dress:

The type of dress for a building superintendent may range from a work uniform to proper business attire depending upon the type of duties being performed. Building superintendents need to be neat, clean, and well-groomed as they set an example for those employees they supervise.

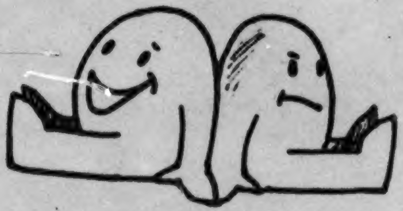
LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. On Worksheet #1 prepare a list of personality traits which you feel are important for housecleaners to possess. Remember that people in these positions have a master key to all rooms during working hours and often work in rooms where valuables are left unattended.

2. On Worksheet #2 draw a diagram of the ideal motel room including the placement of necessary furnishings and fixtures.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.



EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, prepare a list of personality traits which you feel are important for housecleaners to possess. Remember that people in these positions have a master key to all rooms during working hours and often work in rooms where valuables are left unattended. Write your answers below:

WORKSHEET #2

To complete this activity, draw a diagram of the ideal motel room including the placement of necessary furnishings and fixtures. Be sure to include the following items in your drawing: windows; curtains, shades, or drapes; air conditioning and heating units; lamps; wall or ceiling lights; beds; desk; chairs; pictures; mirrors; bureaus; closets; telephone; night table; sink and bathroom build-in area; toilet; shower curtain; towel racks; medicine closet. Draw the diagram in the space provided below:

WORKSHEET #1

Answer Key

Teacher Note: Below is a suggested list of personality traits that a housecleaner should possess. There are no specific correct answers. The teacher should use discretion with students answers.

1. Honesty
2. Good grooming
3. Interest in work
4. Enthusiasm
5. Courteous
6. Vitality
7. Ability to work independently without constant supervision
8. Cooperation
9. Willingness to learn
10. Willingness to follow directions
11. Dependability
12. Acceptance of Criticism
13. Initiative
14. Ability to get along with co-workers and supervisors
15. Ability to accept responsibility
16. Good sense of humor
17. Punctuality
18. Ability to express oneself clearly
19. Loyalty
20. Respect

WORKSHEET #2

Answer Key

There is no specific correct drawing for the ideal motel room. The teacher should check to see that students include all necessary furnishings and fixtures. Answers will vary from student to student. The teacher should use discretion in evaluating the students answer sheets.

Name ____________________

Occupational Cluster & Number Marketing and Distribution (3.12.4.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading career information for building superintendent.					
2. Preparing a list of personality traits which you feel are important for housecleaners to possess.					
3. Drawing a diagram of the ideal motel room.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Service Station

*Representative Job Titles with DOT and OE Codes

Manager/Dealer DOT Code: 185.167-014 OE Code: 04.1500

OCCUPATIONAL TASK: Training personnel for service station work.

OCCUPATIONAL COMPETENCY: To train employees in checking completed invoices and cards for accuracy and correcting any errors made.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

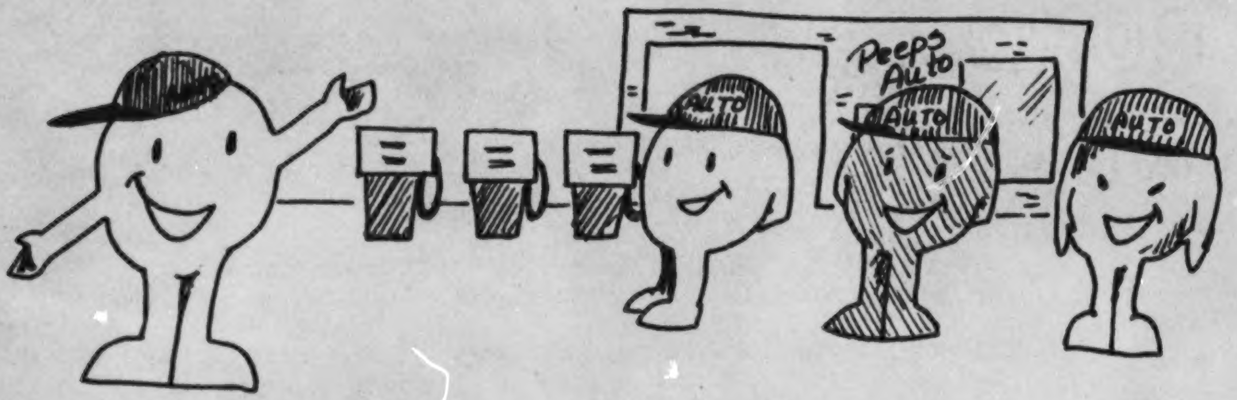
1. Management textbooks
2. Retailing textbooks
3. Marketing textbooks
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

TRAINING PERSONNEL FOR SERVICE STATION WORK



OCCUPATIONAL TASK: Training personnel for service station work.

OCCUPATIONAL COMPETENCY: To train employees in checking completed invoices and time-cards for accuracy and correcting any errors made.

LEARNING OBJECTIVE

When you have completed these activities, you will be able to correct errors made in time-cards and invoices.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Manager/Dealer, Self-service Station DOT Code: 185.167-014
OE Code: 04.1500

DUTIES:

Manages automobile service station.

Plans, develops, and implements policies for operating station such as hours of operation, workers required and duties, scope of operations, and prices for products and services.

Hires and trains workers.

Prepares work schedules.

Assigns workers specific duties, such as customer services, automobile maintenance, or repair work.

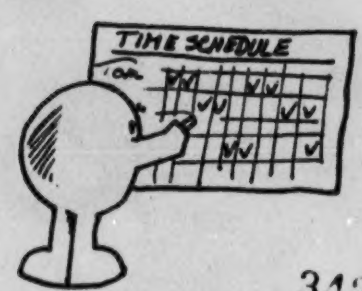
Directs, coordinates, and participates in performing customer service activities, such as pumping gasoline, checking engine oil, tires, battery and washing windows and windshields.

Notifies customer when oil is dirty or low, tires are worn, hoses or fanbelts defective, etc.

Reconciles cash with gasoline pump meter readings, sales slips, and credit card charges.

Promotes the sale of products and services.

Orders, receives, and inventories gasoline, oil, automotive accessories and parts.



CAREER INFORMATION

DUTIES:

May perform automotive maintenance and repair work, such as adjusting or relining brakes, motor tune-ups, valve grinding, and changing and repairing tires.

May fill fuel tank of vehicles with gasoline or diesel fuel to level specified by customer.

Replaces accessories, such as oil filter, air filter, windshield wiper blades, and fan belts.

May collect cash from customer for purchases.

May make change.

May complete customer charge purchase using customer-charge plate.

May sell automobile accessories found in service stations.

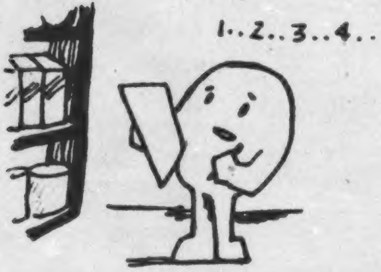
May take inventories.

May make daily reports.

May assist or perform automobile inspection.

May answer telephone.

May answer customer questions.



CAREER INFORMATION

WHERE EMPLOYED:

Automobile Service Stations

Self-service stations

Truck stops

Department store service centers

EMPLOYMENT OUTLOOK:

The petroleum marketing industry is growing. Sales are increasing; although there may be fewer stations in the future, there will be greater sales per station. Stations are being expanded and modernized. Gasoline is an essential item in our economy--so there will always be a demand for workers in this industry--and the workers must be supervised by managers. Both men and women are given the opportunity to become management trainees.

EDUCATION AND TRAINING:

Service station Managers' positions normally require at least a high school education. Newer employees can expect a high school education to be a requirement for moving in management. On-the-job training provided by individual stations. Management trainee courses are offered by many large oil companies.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

Good health and energy are important requirements. Most managers experience approximately 60 hours a week on the job. The young person who desires to enter a management trainee program should be able to get along well with other people.

DE/DCT
COORDINATOR

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator.

Promotion from within the company from positions of lesser responsibility.

Management trainee programs.

CHANCE OF ADVANCEMENT:

The person who obtains a job in a service station may advance from attendant to mechanic to assistant manager to manager. The final step, after getting the proper experience, may be to owning their own station.

EARNINGS AND ADDITIONAL BENEFITS:

The salary for service station managers may vary with the size of the station, its ownership, the size of the population which it serves, and the percentage of the community population which it draws as customers. (See salary chart.)

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

Other benefits such as hospitalization, insurance, paid sick leave, paid vacation, furnished uniforms may be available.

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Most managers work 45-60 hours a week on the job. Days and hours may be flexible with some evenings, Saturdays or Sundays expected.

Physical Requirements:

Opportunity for exercise.

Ability to lift up to 50 pounds.

Finger dexterity

Good Health

Abundant Energy

Ability to stand and walk several hours at a time.

Mental Requirements:

Ability to read and write legibly.

Ability to make change and work with figures.

Ability to work with business forms.

Common sense

Ability to work independently.

Good memory for details.

Ability to remain alert.

Ability to communicate clearly.

Ability to approach problems objectively, weigh the objectives and make wise decisions.

CAREER INFORMATION

Physical Environment:

Service station managers may be expected to work indoors and outdoors. The environment of a service station attendant will vary depending upon the time of the year and the type of activity he or she is engaged in. Much of the work done by attendants is performed in noisy and grimy surroundings. Gasoline fumes and odors from oil products are a constant in the work of assistant managers.

Interaction with People:

Young people who wish to work up to a manager's position should be able to get along well with people. Managers have the opportunity to work with their employees, customers, delivery people, salesmen, and maintenance workers.

Type of Dress:

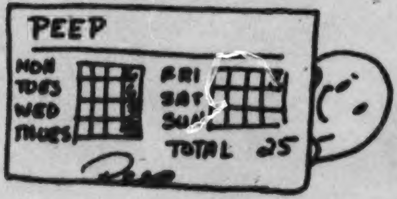
Good grooming is a must when dealing with the public. Some companies provide uniforms. The type of dress may vary with different stations.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. In Worksheet #1, check the completed invoice for errors. Complete the blank invoice form showing all corrections you have made.

2. In Worksheet #2, check the completed time card for errors. Complete the time card form showing all corrections you have made.



3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, check the completed invoice below for errors. Complete the blank invice form showing all corrections you have made.

SUPPLY COMPANY
2222 Kanawha Blvd., Kalamazoo, Mich. 25555 (811)555-555

Sold to: McLeieer Union 76
821 Second St.
Knoxville, Tenn. 67811

Date: June 11, 19__

Order No.: NT-1234

Shipped Via: REA Express

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
24 cases	10/10 10W Motor Oil	$ 2.95/case	$ 70.80
24 cases	10/10 10W-30 Motor Oil	2.50/case	55.00
4	22F Premium Batteries	45.50/each	180.00
8	29NF Regular Batteries	30.00/each	240.00
8	GR 78-14 Radial Tires	40.00/each	340.00
4	E 78-14 Nylon Tires	30.50/each	120.00
		TOTAL	$1,005.80

WORKSHEET #1

SUPPLY COMPANY
2222 Kanawha Blvd., Kalamazoo, Mich. 25555 (811)555-555

Sold to: McLeieer Union 76
821 Second St.
Knoxville, Tenn. 67811

Date: June 11, 19__

Order No.: NT-1234

Shipped Via: REA Express

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT

WORKSHEET #2

To complete this activity, check the completed time card below for errors. Complete the time card form showing all corrections made.

MCLEIEER UNION 76

NAME________________________________

Date	In	Out	In	Out	Hours Worked	Wages Per Hour	Total Paid
5/1	8:00	12:00	1:00	5:00	8	3.05	$ 24.40
5/2			12:00	4:00	6	3.05	18.30
5/3	7:00	11:00	12:00	4:00	7	3.05	21.35
5/4	8:00	12:00	1:00	3:00	8	3.05	24.20
5/5	8:00	12:00			4	3.05	12.20
					33		$100.45

WORKSHEET #2

MCLEIEER UNION 76

NAME________________________________

Date	In	Out	In	Out	Hours Worked	Wages Per Hour	Total Paid

WORKSHEET #1

Answer Key

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
24 cases	10/10 10W Motor Oil	$ 2.95/case	$ 70.80
24 cases	10/10 10W-30 Motor Oil	2.50/case	60.00
4	22F Premium Batteries	45.50/each	182.00
8	29NF Regular Batteries	30.00/each	240.00
8	GR 78-14 Radial Tires	40.00/each	320.00
4	E 78-14 Nylon Tires	30.50/each	122.00
		TOTAL	$ 994.80

WORKSHEET #2

Answer Key

Date	In	Out	In	Out	Hours Worked	Wages Per Hour	Total Paid
5/1	8:00	12:00	1:00	5:00	8	3.05	$ 24.40
5/2			12:00	4:00	4	3.05	12.20
5/3	7:00	11:00	12:00	4:00	8	3.05	24.40
5/4	8:00	12:00	1:00	3:00	6	3.05	18.30
5/5	8:00	12:00			4	3.05	12.20
					30		$ 91.50

Name________________________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Checking and correcting invoices.					
2. Checking and correcting time cards.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments________________________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Service Station

*Representative Job Titles with DOT and OE Codes

Attendant	DOT Codes:	OE Code: 04.1500
Driveway Attendants	DOT Codes:	OE Code: 04.1500
Island Salespeople	DOT Codes:	OE Code: 04.1500

OCCUPATIONAL TASK: Completing necessary sales and service forms

OCCUPATIONAL COMPETENCY: To correctly complete:
1) a sales slip
2) a credit-card sales slip
3) a work-order form

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Retailing Textbooks
2. Distribution Textbooks
3. Occupational Outlook Handbook
4. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.
4. In Worksheet #3, you may want to remind student that tax is not paid on gasoline and labor.

NECESSARY FORMS

OCCUPATIONAL TASK: Completing necessary sales and service forms

OCCUPATIONAL COMPETENCY: To correctly complete:
1. a sales slip
2. a credit-card sales slip
3. a work-order form

LEARNING OBJECTIVE

When you have completed these activities, you will be able to fill in a sales slip, a credit-card sales slip, and a work order form used by service station attendants.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Attendant DOT Code: OE Code:

DUTIES:

Services automobiles, buses, trucks, and other automotive vehicles with fuel, lubricants, and accessories.

Fills fuel tank of vehicles with gasoline or diesel fuel to level specified by customer.

Observes level of oil in crankcase.

Observes amount of water in radiator. Adds required amounts of oil and water.

Adds necessary amount of water to battery.

Washes windshields of vehicles.

Lubricates vehicles.

Changes motor oil in vehicles.

Replaces accessories, such as oil filter, air filter, windshield wiper blades, and fan belts.

Installs antifreeze.

Changes spark plugs.

Repairs or replaces tires.

Replaces lights.

Washes and waxes vehicles.

Collects cash from customer for purchases.

Makes change.

Completes charge purchases using customer-charge plate.

May adjust brakes.

May sell batteries.

CAREER INFORMATION

DUTIES:

May sell automobile accessories found in service stations.

May take inventories.

May assist in arranging displays.

May assist or perform automobile inspection.

May apply automobile inspection sticker to windshield.

May answer telephone.

May answer customer questions.

Check tires for correct air pressure.

Clean up service area.

Place tools on shelf.

ED'S Service Station
Ed's

CAREER INFORMATION

WHERE EMPLOYED:

Automobile Service Stations

Self-service stations

Truck Stops

Department store service centers

EMPLOYMENT OUTLOOK:

An increase in the number of service station attendants in the next decade is anticipated. This increase is due to the following factors: a growing population, more families have more than one car, more leisure time for people means more travel, and improved highways. In addition to the jobs created by the factors above, there will be jobs available each year because of deaths and retirements. Attendants who transferred to other kinds of work will also have to be replaced. The employment outlook in this line of work is favorable.

CAREER INFORMATION

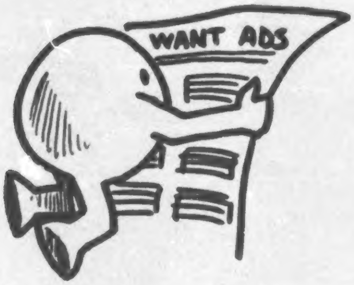
EDUCATION AND TRAINING:

Most employers prefer high school graduates. To qualify for the training programs conducted by service stations and many oil companies, it is essential that an applicant be a high school graduate. The same is also true for the attendant who hopes to advance. Applicants with proper qualifications and desirable personal characteristics are generally trained on the job. Many large oil companies have training programs that range from 2 weeks to 2 months. These programs emphasize subjects such as simple automobile repairs, salesmanship, and business management. Successful applicants for positions are generally assigned simple tasks in the first few weeks of employment, and more is usually demanded of them after they have had an opportunity to become familiar and knowledgeable about the manner in which things are done at a particular service station. Training programs for service station attendants are also available through the Cooperative Education programs available in many high schools. Vocational Career Centers also offer programs for training service station attendants.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

Other than the requirements for gaining admission to and completing the formal training programs as listed under Education and Training, the possession of a driver's license is a must. Young people planning to become service station attendants should have the following personal requirements or assets: mechanical aptitude and abilities, a knowledge of basic math, and the ability to speak well and clearly. Honesty, dependability, a neat appearance and a pleasant personality are other desirable qualities.



WAYS TO ENTER FIELD:

Watch newpaper ads

Ask friends and family

Ask counselors or job placement coordinators at school

Contact DE/DCT Coordinator

Apply directly to service stations

Through training programs

CAREER INFORMATION

CHANCE FOR ADVANCEMENT:

For individuals who demonstrate good management and business ability, there is opportunity for advancement in this line of work. Many service station attendants become service station managers and assume more responsibility and receive higher wages. Some attendants acquire mechanical skills through training and experience and become mechanics. With experience, many station managers and automobile mechanics go into business for themselves by leasing a service station from an oil company or by buying their own station. Attendants who work for oil companies sometimes rise to such positions as salesman and district manager.

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

There are great differences in the wages earned by gasoline service station attendants. The hourly rates vary greatly in terms of the section of the country in attendants work and the size of the service stations involved. Salary usually starts at minimum wage (see salary chart). Other benefits such as hospitalization, insurance, paid sick leave, paid vacation and furnished uniforms may be available.

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Full time employees usually work a 40 hour week. Days and hours may be flexible with some evenings, Saturdays, and Sundays expected.

Physical Requirements:

Opportunity for exercise--not confined to a job that requires you to sit all day

Ability to lift up to 50 pounds

Finger dexterity

Good Health

Abundant Energy

Ability to stand and walk several hours at a time

CAREER INFORMATION

Mental Requirements:

Ability to read and write legibly

Ability to make change and work with figures

Common sense

Ability to work with business forms

Ability to work independently

Good memory for details

Ability to remain alert

Ability to communicate clearly

Physical Environment:

Service station attendants may be expected to work indoors and outdoors. The working environment of a service station attendant will vary depending upon the time of the year and the type of activity he or she is engaged in. Much of the work done by attendants is performed in noisy and grimy surroundings. Gasoline fumes and odors from oil products are a constant in the work of attendants.

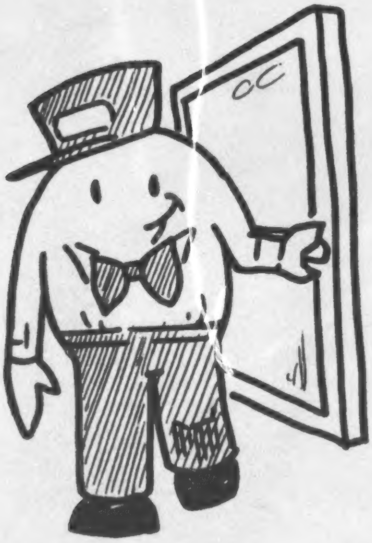
CAREER INFORMATION

Interaction with people:

Young people who wish to work in this area should be able to get along well with other people. They will have the opportunity to work with customers, delivery people and salesmen.

Type of dress:

Good grooming is a must when dealing with the public. Some companies provide uniforms. The type of dress may vary with different Stations.



LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. In Worksheet #1, you will complete the sales slip with the information provided.

2. In Worksheet #2, you will complete the credit-card sales slip with the information provided.

PEEP
267-115

3. In Worksheet #3, you will complete the work order form with the information provided.

4. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

In this activity, you will complete the sales slip using the following information:

At the Knollwood Service Station, attendants fill out a sales slip for each purchase. For a cash sale the attendant fills in the date; quantity, description and per-item price of each item sold; and the totals. At the bottom of the slip the attendant adds tax from the tax chart and totals the slip.

Joe Smith of Kalamazoo purchased one (1) oil filter for $4.25; 3 quarts of motor oil for $1.30 each. Mr. Smith paid cash for his purchase. Using customer's order No. 12345, complete the sales slip below.

TAX TABLE

7.38 - 7.62	.30
7.63 - 7.87	.31
7.88 - 7.82	.32
8.13 - 8.37	.33
8.38 - 8.62	.34
8.63 - 8.87	.35
8.88 - 9.12	.36
9.13 - 9.37	.37
9.38 - 9.62	.38
9.63 - 9.87	.39

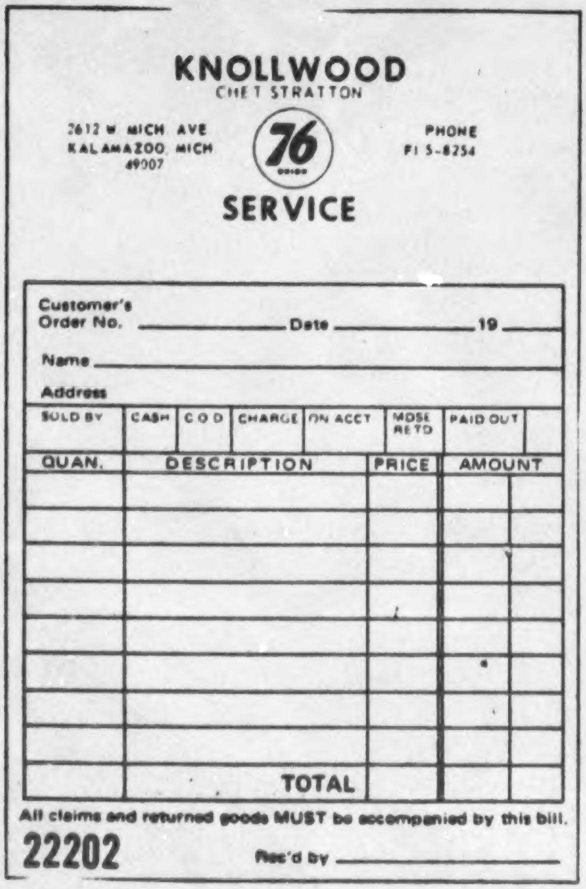
WORKSHEET #2

In this activity, you will complete the credit-card sale using the following information:

For a credit card sale, money is not taken from the customer. The invoice is completed and sent to the credit-card company, the bank or oil company. The customer pays the company and the company pays the service station.

The invoice is filled out the same way as a sales slip. There's a line for gas, a line for oil and a line for other items. Sales tax is included in the price of gasoline so therefore sales tax need only be added for the oil and other items.

Jack Halasz purchases $7.54 worth of Regular gasoline and 6 quarts of oil at $1.33 per quart. Complete the credit-card invoice below using the sales tax chart provided. License #545634 State of WV



KNOLLWOOD
CHET STRATTON

2612 W. MICH. AVE
KALAMAZOO, MICH
49007

PHONE
FI 5-8254

76

SERVICE

Customer's Order No. ______________ Date ______________ 19 ____

Name ______________________________

Address

SOLD BY	CASH	C O D	CHARGE	ON ACCT	MDSE RETD	PAID OUT	

QUAN.	DESCRIPTION	PRICE	AMOUNT	
	TOTAL			

All claims and returned goods MUST be accompanied by this bill.

22202 Rec'd by ______________

TAX TABLE

7.38 - 7.62	.30
7.63 - 7.87	.31
7.88 - 7.82	.32
8.13 - 8.37	.33
8.38 - 8.62	.34
8.63 - 8.87	.35
8.88 - 9.12	.36
9.13 - 9.37	.37
9.38 - 9.62	.38
9.63 - 9.87	.39

WORKSHEET #3

In this activity, you will complete the work order form using the following information:

When a customer leaves a car at a service station for repairs or servicing a work order form must be filled out. The upper right hand section of a work order form calls for customer and vehicle information; it is filled in first. The work to be done is written in the middle right section; each item on a separate line. In most states the customer must be given an estimate of the labor cost for each item which goes in the estimated amount column. The parts that will be needed are listed upper left section. Estimated costs are required. Any fluids that will be needed are listed in the lower middle section. The customer must sign the work order at the bottom left.

The rest of the order is filled in as the job is completed. Then the actual costs of parts and labor are written in the "actual amount" columns. The columns are added and sales tax added to receive "total."

Assume you are a service station attendant. Jeanette Terrill of 2408 Avarez Road, Reno, Nevada, brings a 1978 Chevrolet (4-door) into the station. The car's mileage is 32,456; its license plate number is ANM435; and its motor number is 435-890-18. Ms. Terrill's phone number at work is 465-8970 and she needs the car at 5 p.m. today. The services to be performed are given in the following list:

1. Add 10 gallons of regular gasoline at 70.9 cents per gallon.
2. Do a lubrication job ($3.00).
3. Replace 5 quarts of 20W-40 motor oil at $1.25 per quart (no labor charge).
4. Mount snow tires ($5.00 for labor); replace 2 valve stems at $1.00 per valve stem.
5. Replace one headlight at $4.00; the labor is $1.00.
6. Replace oil filter ($5.00); no labor.

Fill in the provided work-order form.

TAX CHART

16.13 - 16.37	.65
16.38 - 16.62	.66
16.63 - 16.87	.67
16.88 - 17.12	.68
17.13 - 17.37	.69

NAME ____________________ DATE ____________________

WORKSHEET #3

Form

_____ PARTS _____ TIRES _____ BATTERIES _____ ACCESSORIES

TOTAL PARTS

OUTSIDE REPAIRS

TOTAL OUTSIDE REPAIRS

REPAIRS PERFORMED BY

SIGNATURES OF MECHANICS

1 ____________________

2 ____________________

YOU ARE ENTITLED BY LAW TO THE RETURN OF ALL PARTS REPLACED, EXCEPT THOSE WHICH ARE TOO HEAVY OR LARGE, AND THOSE REQUIRED TO BE SENT BACK TO THE MANUFACTURER OR DISTRIBUTOR BECAUSE OF WARRANT WORK OR AN EXCHANGE AGREEMENT. YOU ARE ENTITLED TO INSPECT THE PARTS WHICH CANNOT BE RETURNED TO YOU.

AUTHORIZED INCREASE IN ESTIMATE BY $ ____________ APPROVED PER ____________

X ____________________

REPAIR FACILITY NUMBER

WAIVER SIGNED YES NO

NAME DATE

ADDRESS PHONE

YEAR AND MAKE	TYPE OF MODEL	MOTOR NO.	SERIAL NO.
SPEEDOMETER	LICENSE	PROMISED	PHONE WHEN READY YES NO

ACTUAL AMOUNT

GALS GAS @	
QTS OIL @	
TRANS/DIFF	
ATF @	
TOTAL	

TOTAL LABOR	
TOTAL PARTS	
TOTAL GAS, OIL AND GREASE	
OUTSIDE REPAIRS	
OTHER	
SUB-TOTAL	
SALES TAX	
TOTAL	

– CERTIFICATION –

ALL REPAIRS AND PARTS LISTED WERE FURNISHED IN COMPLIANCE WITH MICHIGAN AUTO REPAIR ACT NO. 300 P.A. 1974 AS AMENDED.

X ____________________

SIGNATURE OF MECHANIC

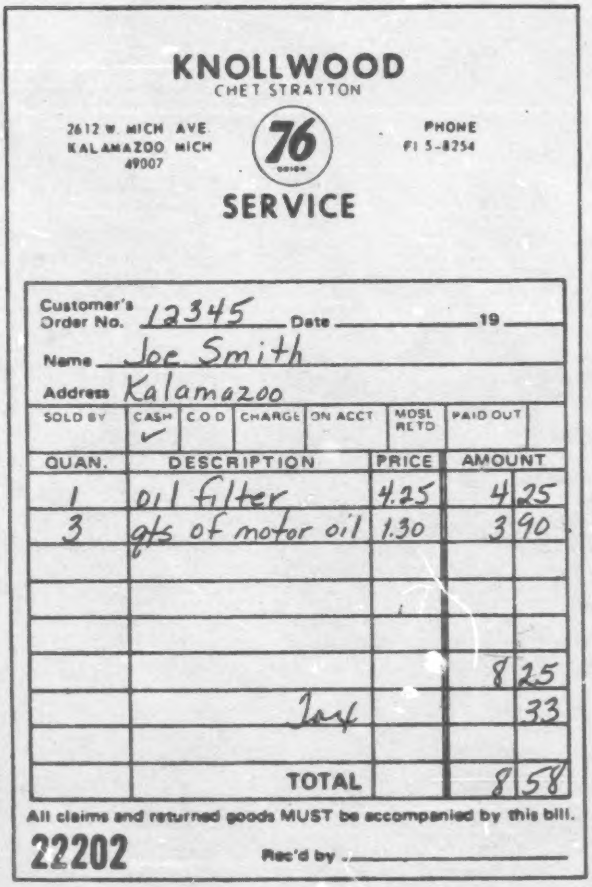
REPAIRS WERE UNABLE TO BE MADE SEE EXPLANATION ABOVE

X ____________________

SIGNATURE OF MECHANIC

WORKSHEET #1

Answer Key



KNOLLWOOD
CHET STRATTON

2612 W. MICH AVE.
KALAMAZOO MICH
49007

PHONE
FI 5-8254

SERVICE

Customer's Order No. 12345 Date ____________ 19____

Name Joe Smith

Address Kalamazoo

SOLD BY	CASH	C O D	CHARGE	ON ACCT	MDSL RETD	PAID OUT	
	✓						

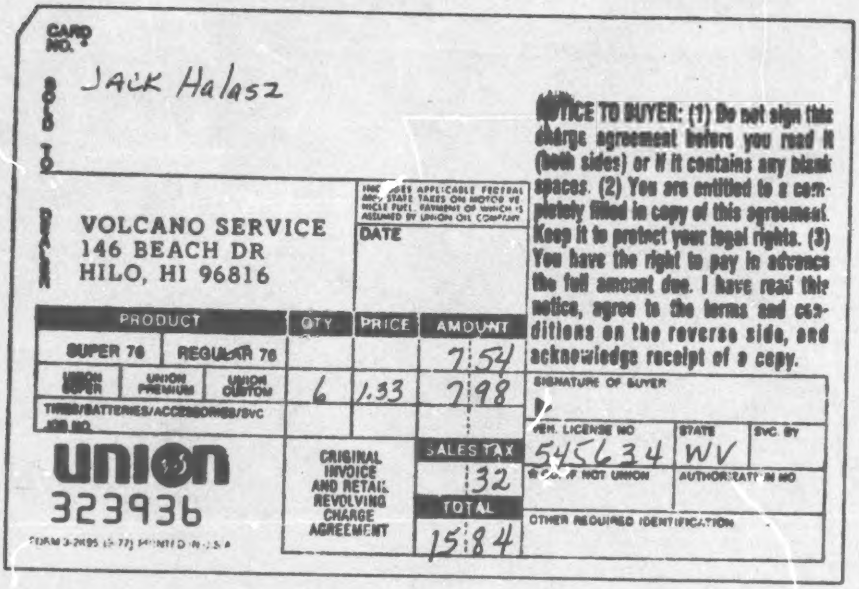
QUAN.	DESCRIPTION	PRICE	AMOUNT	
1	oil filter	4.25	4	25
3	qts of motor oil	1.30	3	90
			8	25
	Tax			33
	TOTAL		8	58

All claims and returned goods MUST be accompanied by this bill.

22202 Rec'd by ____________

WORKSHEET #2

Answer Key



CARD NO.

SOLD TO JACK Halasz

DEALER

VOLCANO SERVICE
146 BEACH DR
HILO, HI 96816

INCLUDES APPLICABLE FEDERAL AND STATE TAXES ON MOTOR VEHICLE FUEL. PAYMENT OF WHICH IS ASSUMED BY UNION OIL COMPANY

DATE

PRODUCT			QTY	PRICE	AMOUNT
SUPER 76	REGULAR 76				7 54
UNION SUPER	UNION PREMIUM	UNION CUSTOM	6	1.33	7 98
TIRES/BATTERIES/ACCESSORIES/SVC JOB NO					

UNION
323936

FORM 3-2695 (2-77) PRINTED IN U.S.A

ORIGINAL INVOICE AND RETAIL REVOLVING CHARGE AGREEMENT

SALES TAX 32

TOTAL 15 84

NOTICE TO BUYER: (1) Do not sign this charge agreement before you read it (both sides) or if it contains any blank spaces. (2) You are entitled to a completely filled in copy of this agreement. Keep it to protect your legal rights. (3) You have the right to pay in advance the full amount due. I have read this notice, agree to the terms and conditions on the reverse side, and acknowledge receipt of a copy.

SIGNATURE OF BUYER

VEH. LICENSE NO	STATE	SVC. BY
545634	WV	

CO. IF NOT UNION

AUTHORIZATION NO

OTHER REQUIRED IDENTIFICATION

_____ PARTS _____ TIRES _____ BATTERIES ✓ ACCESSORIES

2		VALVE STEMS	1.00	2	00	2	00
1		Head lamp		4	00	4	00
1		oil filter		5	00	5	00
			TOTAL PARTS				
		OUTSIDE REPAIRS					
		TOTAL OUTSIDE REPAIRS					

NOT RESPONSIBLE FOR LOSS OR DAMAGE TO CARS OR ARTICLES LEFT IN CARS IN CASE OF FIRE THEFT OR ANY OTHER CAUSE BEYOND OUR CONTROL

REPAIRS PERFORMED BY

SIGNATURES OF MECHANICS

1 ____________________

2

YOU ARE ENTITLED BY LAW TO THE RETURN OF ALL PARTS REPLACED, EXCEPT THOSE WHICH ARE TOO HEAVY OR LARGE, AND THOSE REQUIRED TO BE SENT BACK TO THE MANUFACTURER OR DISTRIBUTOR BECAUSE OF WARRANT WORK OR AN EXCHANGE AGREEMENT. YOU ARE ENTITLED TO INSPECT THE PARTS WHICH CANNOT BE RETURNED TO YOU.

AUTHORIZED INCREASE IN ESTIMATE BY $ ____________ APPROVED PER ____________________

[illegible]

X ____________________

REPAIR FACILITY NUMBER

WAIVER SIGNED YES NO

NAME Jeanette Terrill

DATE

ADDRESS 2408 Avarez Rd., Reno Nevada

PHONE 465-8470

YEAR AND MAKE 1978 Chev

TYPE OF MODEL 4-door

MOTOR NO. 435-890-18

SERIAL NO

SPEEDOMETER 32456

LICENSE ANM 435

PROMISED 5:00 pm

PHONE WHEN READY YES NO

SERVICES TO BE PERFORMED		ESTIMATED AMOUNT		ACTUAL AMOUNT	
Lubrication		3	00	3	00
Change motor oil (20W-40)					
Change oil filter					
Mount snow tires		5	00	5	00
Labor on headlamp		1	00	1	00

GASOLINE, OIL, GREASE	ESTIMATED AMOUNT		ACTUAL AMOUNT	
10 GALS GAS @ 70.9	7	09	7	09
5 QTS OIL @ 1.25	6	25	6	25
TRANS/DIFF				
ATF @				
TOTAL	13	25	13	25

TOTAL LABOR	9	00	9	00
TOTAL PARTS	11	00	11	00
TOTAL GAS, OIL AND GREASE	13	25	13	25
OUTSIDE REPAIRS				
OTHER				
SUB-TOTAL	33	25	33	25
SALES TAX				69
TOTAL			33	94

– CERTIFICATION –

ALL REPAIRS AND PARTS LISTED WERE FURNISHED IN COMPLIANCE WITH MICHIGAN AUTO REPAIR ACT NO 300 P.A. 1974 AS AMENDED

X ____________________

SIGNATURE OF MECHANIC

REPAIRS WERE UNABLE TO BE MADE SEE EXPLANATION ABOVE

X ____________________

SIGNATURE OF MECHANIC

NAME ____________________

DATE ____________________

WORKSHEET #3

Answer Key

Name ____________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Completing sales slip					
2. Completing credit-card sales slip					
3. Completing work order form					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Service Station

*Representative Job Titles with DOT and OE Codes

Assistant Manager DOT Code: 185.167-014 OE Code: 04.1500
Shift Manager

OCCUPATIONAL TASK: Hiring personnel for service station work.

OCCUPATIONAL COMPETENCY: To review application form and correct any errors made and list questions to ask applicant interviewing for service station position.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

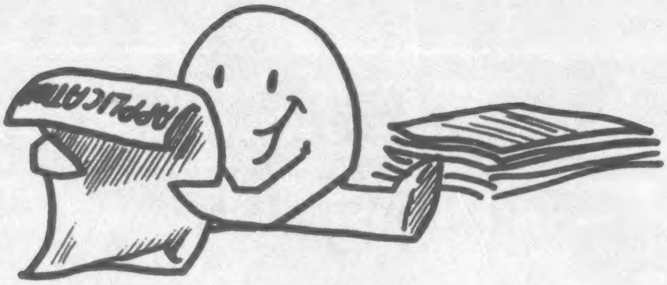
1. Marketing textbooks
2. Management textbooks
3. Petroleum textbooks
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.
4. The teacher will observe the role playing situation and offer any suggestions necessary.

HIRING PERSONNEL FOR SERVICE STATIONS



OCCUPATIONAL TASK: Hiring personnel for service station work.

OCCUPATIONAL COMPETENCY: To review completed application form and answer questions concerning errors made and list questions an assistant manager may ask an applicant that he is interviewing for a service station position.

LEARNING OBJECTIVE

When you have completed these activities you will be able to review an application form, list questions an Assistant Manager of a service station may ask an applicant. You will also be able to act as the Assistant Manager and/or the applicant in a role playing situation.

EVALUATION

You will complete and hand in the first worksheet in this packet. You will then make a list of questions an Assistant Manager may ask an applicant, complete the application form and participate in the role-playing situation described in Worksheet #2. The teacher will observe you participating in this activity and offer any assistance necessary. Complete the Attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Assistant Manager DOT Code: 185.167-014 OE Code: 04.1500

DUTIES:

Assists in management of automobile service station.

Assists in planning, developing and implementing policies for operating station--such as hours of operation, workers required, duties and scope of operations.

Assists in setting prices for products and services.

Assists in hiring and training workers.

May assign workers specific duties, such as customer service, maintenance, or repair.

Assists in direction and coordination and may participate in performing customer service activities, such as pumping gasoline, checking engine oil, tires, battery, and washing windows and windshields.

Promotes the sale of products and services.

May reconcile cash with gasoline pump meter readings, sales slips, and credit card charges.

Assists in ordering, receiving and taking inventory for gasoline, oil, automotive accessories and parts.

May perform automotive maintenance and repair work, such as adjusting or relining brakes, motor tune-ups, valve grinding, and changing and repairing tires.

May fill fuel tank of vehicles with gasoline or diesel fuel to level specified by customer.

May replace accessories such as oil filter, air filter, windshield wiper blades and fan belts.

May collect cash for purchases.

May make change.

May complete customer charge purchase using customer charge plate.

May sell automobile accessories found in service station.

Assists in making daily reports.

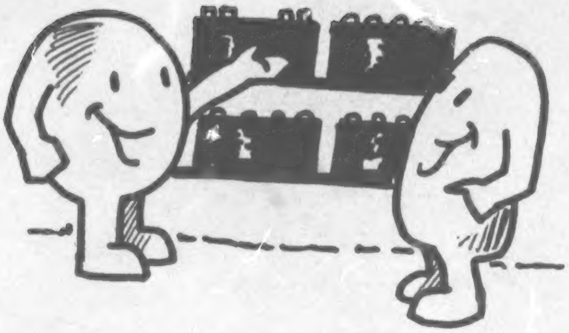
CAREER INFORMATION

DUTIES:

May assist or perform automobile inspection.

May answer telephone.

May answer customer questions.



WHERE EMPLOYED:

Automobile Service Stations

Self-service stations

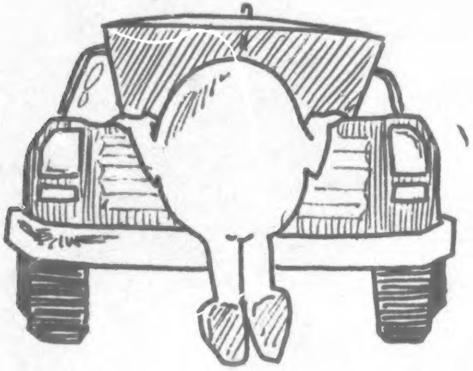
Truck stops

Department store service centers

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

The petroleum marketing industry is growing. Sales are increasing; although there may be fewer stations in the future, there will be greater sales per station. Stations are being expanded and modernized. Gasoline is an essential item in our economy--so there will always be a demand for workers in this industry--and the workers must be supervised by Assistant Managers. Both men and women are given the opportunity to become management trainees.



EDUCATION AND TRAINING:

Service station Assistant Managers' positions normally require at least a high school education. Newer employees can expect a high school education to be a requirement for moving into management. On-the-job training provided by individual stations. Management trainee courses are offered by many large oil companies.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

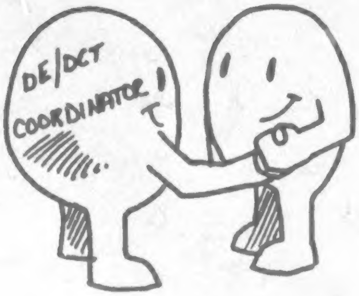
Good health and energy are important requirements. Most assistant managers experience approximately 60 hours a week on the job. The young person who desires to enter a management trainee program should be able to get along well with other people.

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator.

Promotion from within the company from positions of lesser responsibility.

Management trainee programs.



CHANCE OF ADVANCEMENT:

The person who obtains a job in a service station may advance from attendant to mechanic to assistant manager to manager. The final step, after getting the proper experience, may be to owning their own station.

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

The salary for service station assistant managers may vary with the size of the station, its ownership, the size of the population which it serves, and the percentage of the community population which it draws as customers. (See salary chart) Other benefits such as hospitalization insurance, paid sick leave, paid vacation, furnished uniforms may be available.

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Most assistant managers work 45-60 hours a week on the job. Days and hours may be flexible with some evenings, Saturdays or Sundays expected.

Physical Requirements:

Opportunity for exercise--not confined to a job that requires you to sit all day.

Ability to lift up to 50 pounds.

Finger dexterity

Good Health

Abundant Energy

Ability to stand and walk several hours at a time.

Mental Requirements:

Ability to read and write legibly.

Ability to make change and work with figures.

Common sense

CAREER INFORMATION

Mental Requirements:

Ability to work with business forms.

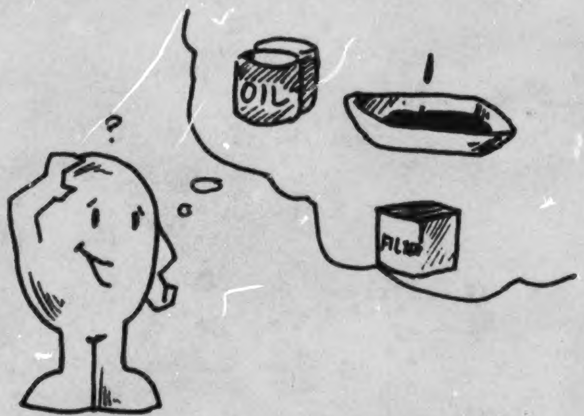
Ability to work independently.

Good memory for details

Ability to remain alert.

Ability to communicate clearly.

Ability to approach problems objectively, weigh the objectives and make wise decisions.



Physical Environment:

Service station and Assistant Managers may be expected to work indoors and outdoors. The environment of a service station attendant will vary depending upon the time of the year and the type of activity he or she is engaged in. Much of the work done by attendants is performed in noisy and grimy surroundings. Gasoline fumes and odors from oil products are a constant in the work of assistant managers.

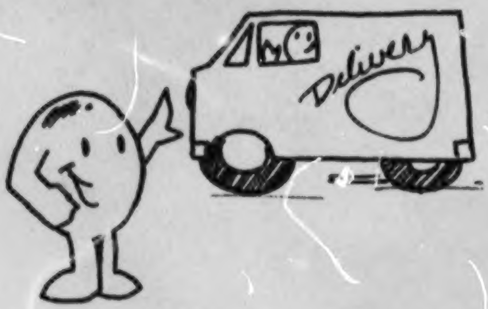
CAREER INFORMATION

Interaction with People:

Young people who wish to work up to an assistant manager's position should be able to get along well with people. Assistant managers have the opportunity to work with their employees, customers, delivery people, salesmen and maintenance workers.

Type of Dress:

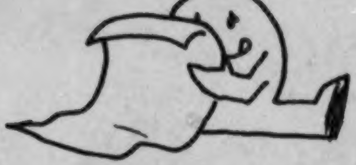
Good grooming is a must when dealing with the public. Some companies provide uniforms. The type of dress may vary with different stations.



LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. In Worksheet #1, you will read the application and answer the questions provided.



2. In Worksheet #2, you will choose a classmate and take turns acting as the assistant manager and applicant, filling out the provided application when the applicant and participating in a role-playing situation of an actual interview.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

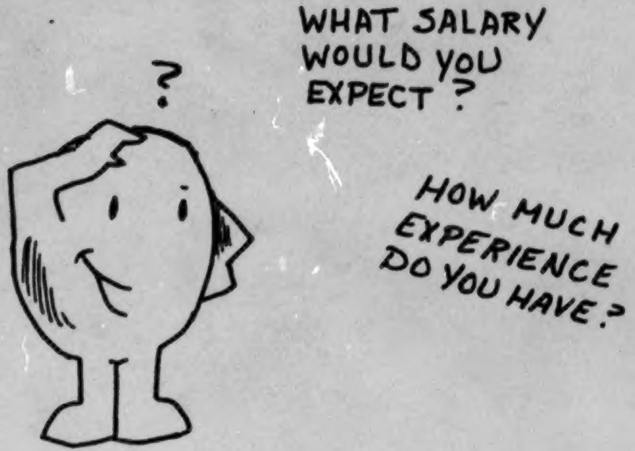
EVALUATION

You will complete and hand in the first worksheet in this packet. You will then complete the application in Worksheet #2 and participate in the role-playing activity described in Worksheet #2. The teacher will observe you participating in this activity and offer any assistance needed. Complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, suppose you are an assistant manager of a service station. You have advertised for an attendant. A job candidate has filled in the employment application provided. Read the application carefully and answer the following questions.

1. List all the mistakes (or poor answers) made by the applicant on the application.
2. From the applicant's answers, make up six questions that you would ask him during the interview.
3. If you had to decide only from the application, would you hire Mr. Peterson? Why?


?
WHAT SALARY WOULD YOU EXPECT?
HOW MUCH EXPERIENCE DO YOU HAVE?

WORKSHEET #1

NAME ______________________ DATE ______________________

Company applying to: Jim's Service

Position applying for: Anything

APPLICATION PRINT IN INK

DATE OF APPLICATION: January 12, 19--

NAME FIRST: Peterson	M.I.: Jerry	LAST: Fred	SOCIAL SECURITY NO: 300-20-4000	TELEPHONE NO (AREA CODE): (312) 535-6594
STREET ADDRESS: 16054 Hannibal Ave.	CITY: Chicago		STATE: Illinois	ZIP:
DATE OF BIRTH: 2/12/	HAVE YOU EVER BEEN EMPLOYED HERE BEFORE? ☐ YES ☑ NO	IF "YES," WHERE?	WHEN? / /	WHY DID YOU LEAVE?
NAME OF RELATIVE WITH THIS COMPANY	LOCATION		POSITION	RELATIONSHIP
DESCRIBE YOUR GENERAL HEALTH: Have a problem	HAVE YOU EVER HAD A SERIOUS ILLNESS OR INJURY? ☑ YES ☐ NO		HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES? ☑ YES ☐ NO	HAVE YOU EVER HAD TUBERCULOSIS? ☐ YES ☑ NO
HAVE YOU EVER HAD A RUPTURE OR A HERNIA? ☐ YES ☑ NO	IF "YES," WHEN? / /	WAS IT CORRECTED BY AN OPERATION? ☐ YES ☐ NO	DESCRIBE ANY PHYSICAL LIMITATIONS YOU FEEL SHOULD BE CONSIDERED IN PLACEMENT	
WHAT TYPE OF WORK ARE YOU APPLYING FOR? anything	WHAT EXPERIENCE HAVE YOU HAD IN THIS TYPE OF WORK? Lower Acres Station		ARE YOU APPLYING FOR ☐ FULL TIME ☑ PART TIME	DATE YOU CAN START / now
IF YOU ARE EMPLOYED AT PRESENT, WHY DO YOU WISH TO CHANGE?	HAVE YOU EVER BEEN CONVICTED OF A FELONY? ☐ YES ☐ NO		IF "YES," WHERE	WHEN / /

DESCRIBE ANY BACKGROUND EXPERIENCE, EDUCATION OR TRAINING WHICH YOU CONSIDER APPLICABLE TO THE POSITION FOR WHICH YOU ARE APPLYING

Always worked on my car
Auto mechanics course at
Branch

NAMES AND LOCATIONS OF SCHOOLS ATTENDED	DATES ATTENDED FROM	TO
HIGH SCHOOL: Great Divide H. School	/	Bought
COLLEGE: No	/	/
OTHER (NAME OR TYPE): Branch Area School for Skills	/	/

**Federal law and a majority of state laws prohibit discrimination in employment because of age, sex, race, color, religion and national origin. The Age Discrimination in Employment Act of 1967 prohibit discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.*

WORK HISTORY

EMPLOYED FROM MO YR	EMPLOYED TO MO YR	EMPLOYER START WITH LAST OR PRESENT EMPLOYER	NATURE OF WORK DURING EACH EMPLOYMENT	EARNINGS STARTING	EARNINGS LEAVING	REASON FOR LEAVING
/	/					
/	/	None				
/	/					

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? IF NOT, PLEASE NOTE THOSE YOU DON'T WISH US TO CONTACT.

I understand that: If employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period of up to 30 days and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

SIGNATURE AS SHOWN ON SOCIAL SECURITY CARD: Jerry Fred Peterson

DO NOT WRITE BELOW THIS LINE

This form has *not* been correctly filled in. Can you find all the errors?

WORKSHEET #2

For this activity, you will first play the role of a service station assistant manager. Ask a classmate to play the role of the applicant. The applicant must fill out the provided employment application form. The assistant manager will review the completed application form and interview the applicant. The assistant may use some of the questions listed in Worksheet #1. Second reverse the situations and play the role of the applicant asking your classmate to be the assistant manager.

MANAGER
APPLICANT

WORKSHEET #2

Company applying to ____________________

Position applying for ____________________

APPLICATION

PRINT IN INK

DATE OF APPLICATION

NAME FIRST [illegible] LAST

SOCIAL SECURITY NO

TELEPHONE NO (AREA CODE)

STREET ADDRESS

CITY

STATE

ZIP

DATE OF BIRTH / /

[illegible] ☐ YES ☐ NO

IF YES WHERE?

WHEN? / /

WHY DID YOU LEAVE?

NAME OF RELATIVE WITH THIS COMPANY

LOCATION

POSITION

RELATIONSHIP

DESCRIBE YOUR GENERAL HEALTH

[illegible] ☐ YES ☐ NO

HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES? ☐ YES ☐ NO

HAVE YOU EVER HAD TUBERCULOSIS? ☐ YES ☐ NO

[illegible] ☐ YES ☐ NO / /

[illegible] ☐ YES ☐ NO

[illegible] ANY PHYSICAL LIMITATIONS [illegible] SHOULD BE CONSIDERED IN JOB PLACEMENT?

[illegible]

[illegible]

ARE YOU APPLYING FOR ☐ FULL TIME ☐ PART TIME

DATE YOU CAN START / /

[illegible]

[illegible] ☐ YES ☐ NO

IF YES, WHEN?

WHEN / /

[illegible]

NAMES AND LOCATIONS OF SCHOOLS ATTENDED	DATES ATTENDED FROM	TO
HIGH SCHOOL	/	/
COLLEGE	/	/
OTHER (NAME OR TYPE)	/	/

Federal law and a majority of state laws prohibit discrimination in employment because of age, sex, race, color, religion and national origin. The Age Discrimination in Employment Act of 1967 prohibit discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age

WORK HISTORY

[illegible]		EMPLOYER	NATURE OF WORK DURING EACH EMPLOYMENT	EARNINGS		REASON FOR LEAVING
[illegible]	[illegible]	[illegible]		STARTING	LEAVING	
/	/					
/	/					
/	/					

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? IF NOT, PLEASE NOTE THOSE YOU DON'T WISH US TO CONTACT.

I understand that: if employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period of up to 30 days and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning by background.

SIGNATURE AS SHOWN ON SOCIAL SECURITY CARD ____________________

DO NOT WRITE BELOW THIS LINE

WORKSHEET #1

Answer Key

1. (a) Filled in "Name" last name first. Omitted ZIP Code from address. "Position applying for" should be specific. (b) Asked to print, applicant wrote. (c) Left out year on "Date of birth." (d) Health problem not explained. (e) Many blanks are not completed.

2. A) What kind of job are you looking for?
   B) Tell me about yourself.
   C) What salary would you expect?
   D) What did you do at Lower Acres Station?
   E) Why do you want to work here?
   F) What is your health problem?

3. No. He lacks work experience and has an unidentified physical problem.

Answers to questions 2 and 3 may vary.

WORKSHEET #2

Answer Key

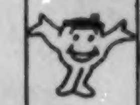
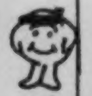
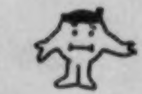
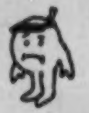
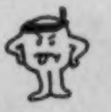
The teacher should review the completed application form and correct any mistakes made. The teacher will observe the role playing situation and offer any suggestions necessary to the students participating.

Name ______________________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it 
1. Reviewing application and answering questions.					
2. Role-playing as assistant manager and applicant.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Variety Store Personnel

*Representative Job Titles with DOT and OE Codes

Marker	DOT Code:	209.587-035	OE Code:	04.0800
Stockperson	DOT Code:	222.387-058	OE Code:	04.0800
Stockroom Supervisor	DOT Code:	222.137-034	OE Code:	04.0800
Receiving Room Person	DOT Code:	222.387-050	OE Code:,	04.0800

OCCUPATIONAL TASK: Maintaining Stock Records

OCCUPATIONAL COMPETENCY: To keep inventory records up-to-date and make a decision concerning lost sales due to low stock.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

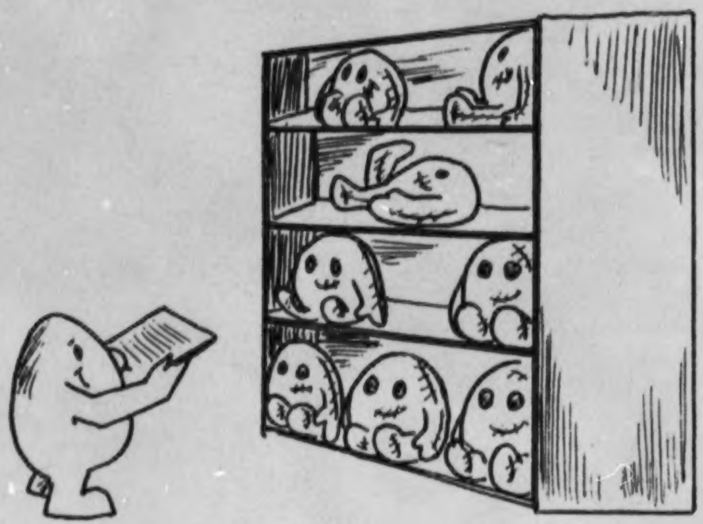
1. Retailing Texts
2. Selling Texts
3. Career Information Booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

MAINTAINING STOCK RECORDS



OCCUPATIONAL TASK: Maintaining stock records

OCCUPATIONAL COMPETENCY: To keep inventory records up-to-date and make a decision concerning lost sales due to low stock.

LEARNING OBJECTIVE

After completing this packet, you will be able to complete an inventory sheet similiar to those used in variety stores. Another accomplishment will be to make a decision in a case problem related to stock levels in a store.

EVALUATION

You will complete and hand in the worksheet in this packet. You will then take part in a role-playing case problem. Your teacher will observe you during this activity. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Variety Store Marker	DOT Code:	209.587-034	OE Code:	04.0800
Variety Store Stockperson	DOT Code:	222.387-058	OE Code:	04.0800
Variety Store Supervisor	DOT Code:	222.137-034	OE Code:	04.0800
Variety Store Receiving Room Supervisor	DOT Code:	222.387-050	OE Code:	04.0800

DUTIES:

Arrange and store stock according to a set system.

Fill orders and requisitions.

Keep records.

Take inventory.

May type lists and reports.

Do simple bookkeeping.

May specialize in one or more of these duties.

Receives, stores, and issues equipment, materials, supplies merchandise, foodstuffs, or tools, and compiles stock records in stockroom, warehouse, or storage yard.

Counts, sorts, or weighs incoming articles to verify receipt of items on requisition or invoices.

Examines stock to verify conformance to specs.

Stores articles in bins, on floor, or on shelves, according to identifying information, such as style, sizes, or type of materials.

Fills orders or issues supplies from stock.

WHERE EMPLOYED:

Wherever stocks of material or merchandise are stored stockpeople are employed; such as, companies, stores, warehouses, wholesale houses, hospitals, hotels, government agencies, and the like.

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

About 326,000 stock clerks and storekeepers are currently employed; only 15% women. Some increases in demand are expected for stock clerks; there are many openings, however, little competition for beginning jobs exist.

EDUCATION AND TRAINING:

HIGH SCHOOL

High School diplomas desirable. On-the-job training is usual.

SPECIAL QUALIFICATIONS:

Knowledge of Math and spelling, legible handwriting, orderliness, reliability, and a good memory are helpful. Physical strength and stamina need for some positions.

WAYS TO ENTER FIELD:

Apply in personnel office of the store. Additional information may be obtained form your DE or DCT Coordinators.

CHANCE FOR ADVANCEMENT:

Chances are fair for those willing to take responsibility. You can become stock supervisor, warehouse manager, chief storekeeper.

EARNINGS AND ADDITIONAL BENEFITS:

Starting employees usually earn minimum wage. Experienced people may earn more. Full-time employees are usually offered standard store

CAREER INFORMATION

Mental Requirements:

The ability to read and write legibly, the ability to work with figures and business forms, and the knowledge of math and general business forms are required of stock workers.

Interaction with People:

Stock workers must be able to get along with fellow workers and possibly work in close quarters with others. Stock people rarely deal with the general public.

Dress Code:

Due to the nature of the work, stock workers usually dress in warm, durable clothing rather than dress clothes. In some cases uniforms are furnished or maybe protective aprons and gloves are made available to the workers.

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

benefits such as employee discounts, insurance, vacation, profit-sharing and recreational activities. See salary chart for additional information.

WORKING CONDITIONS AND LIFESTYLES:

Hours/Days:

Full-time stock workers usually work a five day, 40 hour week. Part-time workers are employed for 20-25 hours per week.

Physical Requirements:

Stock workers are required to lift, push, shove, etc. on heavy boxes and crates of merchandise. Physical stamina is a must for this position.

Physical Environment:

Most of the work of a stock person is indoors, however, loading and unloading trucks on docks is not unusual. Stockrooms are traditionally cooler in temperature than the interior of a retail store due to large exterior doors for loading merchandise. Stockrooms are usually somewhat less clean than other departments of a retail store, however, this is not always the case.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. On Worksheet #1 you will calculate the cost of an inventory on hand.

2. On Worksheet #2 you are placed in the position of a stock supervisor. You read a case problem and make a decision based on the case.

3. Complete the Student Activity Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then take part in a role-playing case problem. Your teacher will observe you during this activity. You will then complete the attitude sheet to see if this type of work would be interesting to you.

400

WORKSHEET #1

To calculate the inventory in a variety store, you must multiply the quantity on hand (the number you counted) by the unit cost (how much each one cost) to find the extended price.

Look at the example on the first line of the inventory sheet.

DEPARTMENT: PATIO FURNITURE DATE: MAY 1, 19__

Line Number	Description	Quantity	Unit Cost	Extension
Example	10# Charcoal	4	3.00	12.00
1	Stool-Picnic	24	1.75	
2	Chaise	4	10.00	
3	Glider	4	7.95	
4	Rocker-Metal	3	12.50	
5	Rocker-Wood	5	8.00	
6	Table Grill	11	5.50	
7	Table-picnic	7	72.00	
8	Table-round, metal	16	72.00	
9	Table-wrought iron	8	5.00	
10	Torch-patio	18	36.00	
		TOTAL INVENTORY		

CASE PROBLEM

You are employed by a local variety store as a stock supervisor. You realize that sales are being lost due to low or out-of-stock items. You overhear the following conversation between a salesperson and a customer:

SALESPERSON: I am sorry, Mrs. Lu, but we just don't have any brass candle holders just now.

CUSTOMER: But why?

SALESPERSON: I'm not sure. We have many requests for them, but we just don't have them in stock.

CUSTOMER: Where do you think I can find a pair?

SALESPERSON: Oh, Kate's Gift Shop handles all types of candle holders, and I know they carry brass ones.

Write your answers to the following questions on a separate sheet of paper. Hand in the paper to the teacher when completed.

1. What do you think the real problem is?

2. How do you think the store can correct the problem?

3. Give three or four reasons for the solution you suggest.

WORKSHEET #1

Answer Key

1.	$42.00
2.	40.00
3.	31.80
4.	37.50
5.	40.00
6.	60.50
7.	504.00
8.	1,152.00
9.	40.00
10.	648.00
TOTAL INVENTORY	$2,595.80

CASE PROBLEM

Answer Key

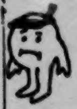
The answers will vary somewhat with the individual student; however, you must use your discretion on the accuracy of the response, logic utilized, correct writing and grammar skills.

Name ______________________________

Occupational Cluster & Number Marketing and Distribution (3.09.2.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting 	Didn't enjoy any part of it
Inventory sheets					
Case problems					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Variety Store Personnel

*Representative Job Titles with DOT and OE Codes

Variety Store Salesperson	DOT Code: 279.357-054	OE Code: 04.0800
Variety Store Commissioned Salesperson	DOT Code: 279.357-054	OE Code: 04.0800
Variety Store Sales Clerk	DOT Code: 290.477-014	OE Code: 04.0800
Variety Store Professional Salesperson	DOT Code: 279.357-054	OE Code: 04.0800

OCCUPATIONAL TASK: Using price merchandise tags and/or sales tickets to provide customer information.

OCCUPATIONAL COMPETENCY: By referring to merchandise tags and tickets attached to product, the student will be able to answer customer's question about products.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information, you may consult:

1. Retailing or Selling Texts
2. Career Information Booklets
3. Occupational Outlook Handbook
4. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.

3. If you are unfamiliar with this activity, you may want to read over the student's packet.

INFORMATION FROM TAGS

OCCUPATIONAL TASK: Using price tags and/or sales tickets to provide customer information.

OCCUPATIONAL COMPETENCY: By referring to merchandise tags and tickets attached to products, the student will be able to answer customer's questions about products.

LEARNING OBJECTIVE

After completing this packet, you will abe able to answer those questions commonly asked by customers about certain items by using the price tags. You will also be able to make price tags with cost codes.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Variety Store Salesperson	DOT Code:	279.357-054	OE Code:	04.0800
Variety Store Commissioned Salesperson	DOT Code:	279.357-054	OE Code:	04.0800
Variety Store Sales Clerk	DOT Code:	290.477-014	OE Code:	04.0800
Variety Store Professional Salesperson	DOT Code:	279.357-054	OE Code:	04.0800

DUTIES:

Determine customer's needs and choices.

Show merchandise.

Answer questions.

Sell

Take payment and make change.

Fill out charge slips or sales slips.

Wrap merchandise.

May check and order stock.

Handles exchanges.

Keep merchandise neatly arranged.

WHERE EMPLOYED:

Retail stores of all kinds and sizes throughout the United States provide employment. Department stores employ the largest numbers of salespersons.

EMPLOYMENT OUTLOOK:

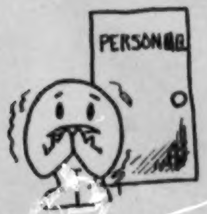
Approximately 3 million persons employed-60% women are employed as salespersons currently. High turnover creates many openings. Increases are expected in the future; possible 130,000 openings a year may occur.

CAREER INFORMATION

EDUCATION AND TRAINING:

High School graduation is preferred. A few days on-the-job training is usually given. Participation in a high school DE program is highly desirable.

SPECIAL QUALIFICATIONS:



Sales ability, knowledge of product, pleasant personality, liking for people, physical stamina, neat appearance, courtesy, and tact are examples of qualifications for sales work.

WAYS TO ENTER FIELD:

Apply in personnel office of the store. Additional information may be obtained from your DE/DCT Coordinator.

CHANCE OF ADVANCEMENT:

In department stores sales people can become buyers, managers, or move to larger stores where earnings are greater.

EARNINGS AND ADDITIONAL BENEFITS:

Starting employees usually earn minimum wage. Experienced people can earn more. Some stores pay salary plus commission. Full-time employees are usually offered standard store benefits such as, employee discounts, insurance, vacation, profit-sharing, and recreational activities. See salary chart for additional information.

CAREER INFORMATION

WORKING CONDITIONS AND LIFESTYLES:

Hours/Days:

Full-time salespeople usually work a five-day, 40 hours week.

Physical Requirements:

Salespeople usually stand for long periods of time.

Mental Requirements:

Salespeople must have the ability to read and write legibly, the ability to work with figures and business forms, and the knowledge of math and general business procedures.

Physical Environment:

Sales work is indoors, area of responsibility are usually small with tables, racks, and displays. A main cashier desk is located near the center of the department area.

Interaction with People:

Salespeople must have a pleasant personality, a friendly smile and be able to get along and work closely with other people.

Type of Dress:

Because salespeople deal directly with customers, they must be neat, clean and have no distracting features about their dress. Females usually wear dresses, skirts or dress slacks and tops. Males wear suits, jackets and dress pants. Jeans should not be worn by salespeople.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. On Worksheet #1 you will answer questions customers might ask about a product by referring to the price tags.
2. On Worksheet #2 you will make up coded price tags like those used in a variety store.
3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

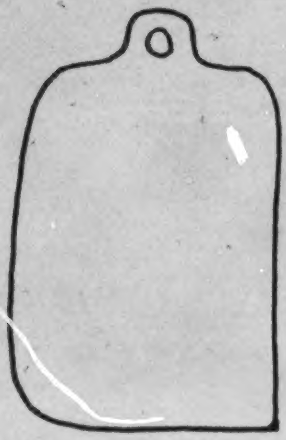
EVALUATION

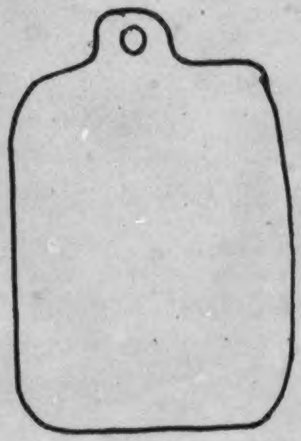
You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

SALES
QUALITY
1 Drum

WORKSHEET #1

By using the tag illustrated below, see if you can answer the list of commonly asked questions by customers. Write your answers on a separate sheet of paper.





QUESTIONS

1. "I usually wear a size 34. Will a 12 fit a 34?" ________________
2. "What fabric is this made of?" ________________
3. "Can this be machine washed?" ________________
4. "Do I have to wash this by itself?" ________________
5. "Can I put it in the clothes dryer?" ________________
6. "How much is this?" ________________

WORKSHEET #2

After completing this activity, you will be able to code price tags like those used in variety stores.

Cost codes are made up by substituting letters for numbers so that the actual cost to the store is not known to the customers. Write your answers on a separate sheet of paper.

M	A	R	K	I	N	G	S	E	T
1	2	3	4	5	6	7	8	9	0

	COST	CODE
Ex.	10.50	______
1.	2.98	______
2.	6.00	______
3.	4.35	______
4.	3.50	______
5.	7.49	______
6.	8.84	______
7.	10.39	______
8.	17.95	______
9.	20.00	______
10.	19.95	______

WORKSHEET #1

Answer Key

Questions

1. No. A size 12 fits a 32.
2. 100% Nylon
3. Yes or by hand either
4. No
5. Yes
6. $42.50

WORKSHEET #2

Answer Key

1. AES
2. NTT
3. KRI
4. RIT
5. GKE
6. SSK
7. MTRE
8. MGEI
9. ATTT
10. MEEI

Name ____________________

Occupational Cluster & Number Marketing and Distribution (3.09.1.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it
Answering questions.					
Putting cost codes on sales tags.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Variety Store Personnel

*Representative Job Title with DOT and OE Codes

Manager, Retail Store DOT Code: 185.167-046 OE Code: 04.0800

Assistant Manager, Retail Store DOT Code: 185.167-046 OE Code: 04.0800

OCCUPATIONAL TASK: Dealing with employees

OCCUPATIONAL COMPETENCY: Using the case study method of learning, the student will be aware of the possible problems which managers and assistant managers face when dealing with employees and their problems.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information, you may consult:

1. Retailing & Selling Texts
2. Human Relations Texts
3. Career Information Booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

DEALING WITH EMPLOYEES

OCCUPATIONAL TASK: Dealing with employees

OCCUPATIONAL COMPETENCY: Using the case study method of learning, you will be aware of the possible problems which managers and assistant managers face when dealing with employees and their problems.

LEARNING OBJECTIVE

After completing this packet, you will be aware of the problems managers and assistant managers face when dealing with the problems of (employer-employee relations). You are placed in a situation where you must make decisions such as those managers make daily.

EVALUATION

You will read and study the case problems in this packet. On separate sheets of paper, you will respond to the questions asked at the end of the case problem. You must also tell why you made your decision. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Manager, Variety Store DOT Code: 185.167-046 OE Code: 04.0800

Assistant Manager, Variety
Store DOT Code: 185.167-046 OE Code: 04.0800

DUTIES:

Directs the operation of a retail store and is responsible for every phase of its profitable operation.

Supervises selling and maintenance employees as well as clerical and other non-selling employees.

Makes reports, take and verify inventory.

Supervision of personnel, maintenance of physical facilities, management of stock, accounting for expenditures and receipts.

Maintains good public relations.

Oversees assistant manager, head of separate departments and other personnel such as bookkeepers, clerks, checkers, sales staff, etc.

Hires store personnel.

Trains store personnel.

Assigns jobs to personnel.

Promotes personnel as vacancies occur.

Recommends increases in salary for personnel.

Terminates employment of personnel when necessary.

May have to order products when department heads notify they are low or out of stock.

Keeps record of approximate inventory of most shelves in store at all times.

Must see to it that the bookkeeper, head cashiers, or cashiers starts the register each morning.

Goes over the record of the daily receipts and looks over bank deposits before they are made.

Sees that all necessary records and reports are made and that the books are in order for the regular auditing procedures.

CAREER INFORMATION

DUTIES:

Whenever difference of opinion or personality clashes arise among employees, the manager is called upon to restore good feelings within the staff.

Deals with grievances of customers and must make an attempt to restore customer's good will toward the store.

Must meet with representatives from advertising and media companies to choose appropriate advertising for the store.

Must decide what products will be put on special sale for advertising purposes.

Conduct meetings with store personnel to discuss changes involving employees (such as schedule changes, changes in laws concerning employees, etc.).

WHERE EMPLOYED:

General merchandise stores

Discount stores

EMPLOYMENT OUTLOOK:

General retailing is the third largest retail business in the country. The employment outlook therefore, is favorable. Employment in general retailing is stable and offers many opportunities for men and women alike. For those who are willing to work hard and put forth extra effort, management positions are available.

EDUCATION AND TRAINING:

There are no strict educational requirements for retail store managers. A high school diploma is recommended for those who hope to

CAREER INFORMATION

EDUCATION AND TRAINING:

work their way up to a manager's position. Today's trend is for college trained managers to step into these positions upon graduation. Many high schools offer business training in business education or distributive education that may be helpful in obtaining entry level employment.

Larger stores offer management training courses for potential managers.

SPECIAL QUALIFICATIONS:

Good health and energy are important requirements. Most managers spend approximately 60 hours a week on the job. The young person who aspires to a manager's job should be able to get along well with other people. The success of the work may depend upon those who work for the manager, those for whom the manager works, and those who buy from the manager.

WAYS TO ENTER FIELD:

Apply for management trainee program.

Obtain information from your DE/DCT Coordinator.

CHANCE OF ADVANCEMENT:

The person who obtains a job in a variety store may advance from cashier/checker or salesperson

CAREER INFORMATION

CHANCE OF ADVANCEMENT:

to a regular assignment in one of several departments of the store. The next step may then be to head one of the departments. After some months or years of experience in this capacity, that person may be promoted into an assistant manager's job. The final step, after gaining the proper experience, may be to the position of store manager.

EARNINGS AND ADDITIONAL BENEFITS:

Income for the retail store managers varies with the size of the store, its ownership, the size of the population which it serves, and the percentage of the community population which it draws as customers. See salary chart for additional information. Other benefits such as hospitalization, insurance, paid sick leave, paid vacation, and profit sharing may be available.

WORKING CONDITIONS & LIFESTYLES:

Hours/Days:

Most managers spend approximately 60 hours a week on the job. Days and hours may be flexible with some evenings, Saturdays, or Sundays expected.

CAREER INFORMATION

Physical Requirements:

Good health, an abundance of energy, and the ability to stand and walk several hours at a time are musts for the potential manager.

Mental Requirements:

Common sense may be the store manager's most important quality. They must be able to approach problems objectively, weigh the objectives and make wise decisions.

The ability to remain alert after long hours on the job is required.

The ability to read and write legibly, the ability to work with figures and business forms, knowledge of math, accounting, and general business procedures are also required.

Physical Environment:

Most retail stores are pleasant places in which to work. They are clean, well lighted, well heated in winter and air-conditioned in summer. Many stores are cheerfully decorated. The manager may have a comfortable office inside the store.

Interaction with People:

Young people who wish to work up to a manager's position should be able to get along with other

Interaction with People:

people. Managers have the opportunity to work with their employees, customers, delivery people, vendors, and maintenance workers.

Type of Dress:

Most managers are required to wear business attire. They need to be neat, clean, and well groomed as they set an example for other employees in the store.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. In Case Problem #1, you assume the role of manager to deal with a real-life problem. Read and study the case problem. Write your suggestions to the questions asked on a separate sheet of paper to be handed in and discussed.

2. In Case Problem #2, you again assume the role of manager. Read and study the case problem. Write your suggestions to the questions asked on a separate sheet of paper to be handed in and discussed.

3. Complete and hand in the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

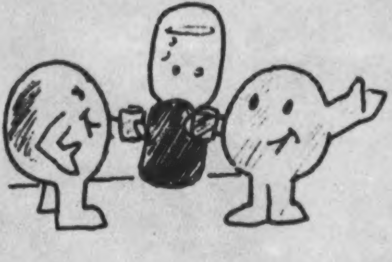
You will read and study the case problems in this packet. On a separate sheet of paper, you will respond to the questions asked at the end of the case problem. You must also tell why you made your decision. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CASE PROBLEM #1

THE CASE OF TOO MANY CALLS

Steve, a stock foreman in a local retail store, always made too many personal calls at work. One day the Manager (YOU) was looking at the monthly phone bill and noticed all the calls. You go to Steve to inquire about the charges for his department. While there you viewed the stockroom and the employees. You notice that the employees were not working and that the department was a perfect example of poor work. Steve had been so busy talking on the phone that the stockroom had become disorganized and had fallen behind in its schedule.

What should you do to take care of the problem Steve has created by making too many calls at work?

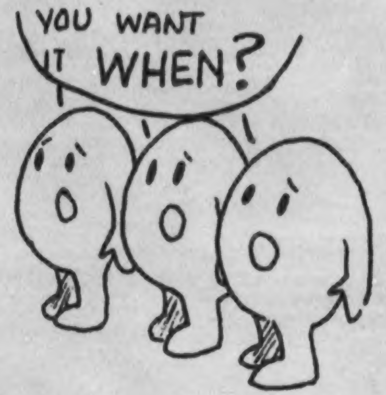


CASE PROBLEM #2

WORKING ON A SCHEDULE

Mr. Adams (YOU) can't seem to get his staff to have things done when he needs them. You are constantly getting upset; when you ask for a completed job you have to have, it isn't done. Your staff, however, feels that you are too demanding--you push them unnecessarily.

How can YOU impress on your staff that you have a schedule to keep without making them feel you are pushing them too hard?


YOU WANT IT WHEN?

CASE PROBLEM #1

Answer Key

Student's responses on the case will vary; however, below are some possible solutions they might suggest.

1. All the calls made should be accounted for.
2. Continuous watch over the employee's work should take care of the poor work habits.
3. Steve's attitude on the quality of work his department produces should reflect on the employees.

CASE PROBLEM #2

Answer Key

Student's responses on the case will vary; however, below are some possible solutions they might suggest.

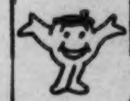
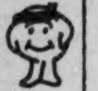
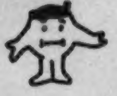
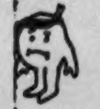
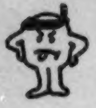
1. The manager should explain his situation to the staff and ask for their help.
2. The staff should have an opportunity to explain their problems too.

Name ____________________

Occupational Cluster & Number Marketing and Distribution (3.09.4.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it 
Pretending to be a manager and dealing with everyday problems.					
		YES	NO		
Are you now aware of jobs using these skills or activities?					
Would you like a job solving these skills or activities?					
Would you like to find out more about this area of work?					

Comments ____________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Variety Store

*Representative Job Titles with DOT and OE Codes

Cashier/Checker	DOT Code:	211.462-014	OE Code:	04.0800
Head Cashier/Bookkeeper	DOT Code:	211.462-014	OE Code:	04.0800
Check-out Person	DOT Code:	211.462-014	OE Code:	04.0800
Head Checker	DOT Code:	211.462-014	OE Code:	04.0800

OCCUPATIONAL TASK: Cash Register Operation

OCCUPATIONAL COMPETENCY: To know which keys to depress for different amounts and how to prove an audit slip.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information, you may consult:

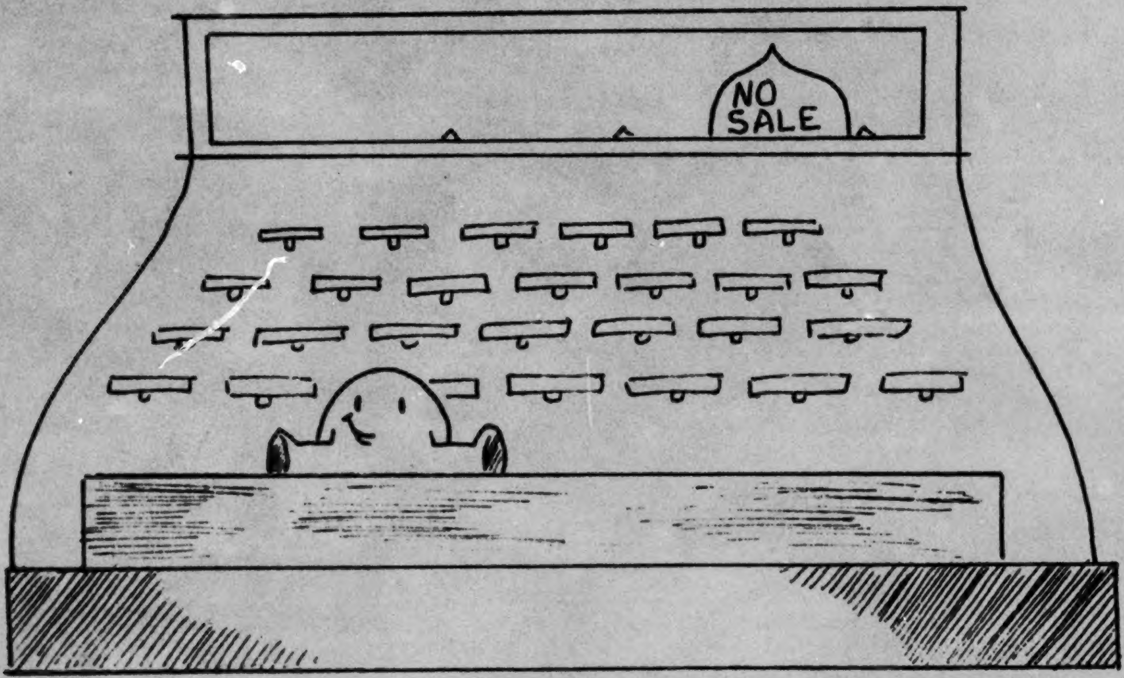
1. Retailing or Selling Texts
2. Cashier/Checker Manuals
3. Career Information Bulletins
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. A cash register would be helpful, yet not required if a good sized illustration is available so that students can distinguish different parts of a register.
2. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
3. Duplicate enough of this packet to provide each student with a copy.
4. If you are unfamiliar with this activity, you may want to read over the student's packet.

CASH REGISTER OPERATION



OCCUPATIONAL TASK: Cash Register Operation

OCCUPATIONAL COMPETENCY: To know which keys to depress for different amounts and how to prove an audit slip.

LEARNING OBJECTIVE

When you have completed this packet, you will be able to prove an audit slip or a daily cash slip. You will also know what amount keys to depress on a cash register for different amounts.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Cashier/Checker	DOT Code:	211.462-014	OE Code:	04.0800
Head Cashier/Bookkeeper	DOT Code:	211.462-014	OE Code:	04.0800
Check-out Person	DOT Code:	211.462-014	OE Code:	04.0800
Head Checker	DOT Code:	211.462-014	OE Code:	04.0800

DUTIES:

Operates cash register.

Takes Money.

Makes Change.

Cashes checks for customers.

Cleans and stocks shelves.

Marks prices.

Packages merchandise.

Sets up displays on counters and tables.

Lists and totals prices using paper and pencil or calculator.

Informs customers of total price of purchase.

Figures sales tax.

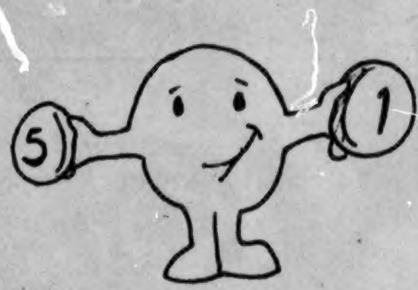
Handles refunds.

Takes inventory.

May make deliveries.

Offers information to customers.

May write special orders.



WHERE EMPLOYED:

Variety stores

Department stores

Speciality shops

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

Employment in variety stores and department stores is expected to rise thru the mid-1980's. In addition to the jobs from employment growth, each year thousands of jobs will become available as employees retire or stop working for other reasons. Many of these jobs will be part-time. Strong competition for a job is expected due to lack of training necessary for the job.

EDUCATION AND TRAINING:

High School diploma preferred. Many employers provide on-the-job training.

SPECIAL QUALIFICATIONS:

Young people planning to become cashiers should be able to repeat the same task many times accurately. Knowledge of basic math, ability to make change rapidly, accuracy, honesty, dependability, finger dexterity, neat appearance and pleasant personality are needed.

WAYS TO ENTER FIELD:

Watch newspaper ads.

Ask friends and family about openings.

Ask counselor or job placement coordinator at school.

Contact Cooperative Education Coordinator.

CAREER INFORMATION

CHANCE OF ADVANCEMENT:

May be promoted to head cashier, head checker, or department head. May need additional training for managerial jobs.

EARNINGS AND ADDITIONAL BENEFITS:

Salary usually starts at minimum wage or higher. Other benefits such as hospitalization, insurance, paid sick leave, paid vacation, uniforms may be available. See salary chart for additional information.

WORKING CONDITIONS AND LIFESTYLES:

Hours/Days:

Full-time cashiers usually work a five-day, 40 hours week. Part-time jobs require 20-25 hours weekly.

Physical Requirements:

Cashiers usually stand for long periods of time. Some lifting may be required.

Mental Requirements:

Ability to read and write legibly.

Ability to work with figures and business forms.

Knowledge of math and general business procedures.

Ability to do repetitive tasks for long periods of time.

CAREER INFORMATION

Physical Environment:

Cashiers work indoors, areas of responsibility are usually limited to a checker station, small tables, or desk area. The cash register is located in the center of the department or at the entrance to the store.

Interaction with People:

Cashiers must have a pleasant personality, a friendly smile and be able to work closely and get along with people.

Dress Code:

Because cashiers deal directly with customers they must be neat, clean, and have no distracting features about their dress. Females usually wear dresses, skirts or dress slacks and tops. Males wear suits, jackets and dress pants. Many stores supply smocks for all the cashiers. Jeans should not be worn by cashiers.

LEARNING ACTIVITIES

In this packet you will complete the following learning activities:

1. On Worksheet #1 you will learn what keys on a cash register to depress for different amounts.

2. On Worksheet #2 you will learn how to prove an audit slip similiar to those used in a variety store.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

The number keys found on one type of cash register are as follows:

90	$9	.90	9
80	8	.80	8
70	7	.70	7
60	6	.60	6
50	5	.50	5
40	4	.40	4
30	3	.30	3
20	2	.20	2
10	1	.10	1

On the following form, write the number keys in the order in which they would be depressed to record each of the sales listed.

AMOUNT		NUMBERS ON KEYS
Example	$ .32	30, 2
1.	.15	
2.	.65	
3.	3.50	
4.	.98	
5.	2.74	
6.	1.82	
7.	4.16	
8.	5.62	
9.	8.25	
10.	17.14	

WORKSHEET #2

The audit slip or cash slip is proved by counting the actual amount of money in the cash drawer at the end of the day and comparing that total against what is supposed to be in the drawer.

Fill in the following daily balance slip to prove the cash received (cashier's count versus detailed audit slip). Calculate the amount of cash received, and write the figures in the right hand column. The total is the amount of cash in drawer. The cash paid-out is $5, and the change fund is $25. The detailed audit slip shows the amount of $191.24. Does the cash prove out, or is it over or short?

DAILY BALANCE SLIP

NUMBER	DENOMINATION	AMOUNT
84	Pennies	84
22	Nickels	
13	Dimes	
8	Quarters	
10	Half-dollars	
27	$1 bills*	
6	$5 bills	
5	$10 bills	
3	$20 bills	
2	Checks	34 00
	Cash in drawer	
	Plus cash paid out	
	Total cash	
	Less change fund	
	Cash received, cashier's count	
	Cash received, detailed audit strip	

Cash proved   Cash over   Cash short   Amount of cash short or over----

*Two-dollar bills may be included with $1 bills.

WORKSHEET #1

Answer Key

1. 10, 5
2. 60, 5
3. $3, 50
4. 90, 8
5. $2, 70, 4
6. $1, 80, 2
7. $4, 10, 6
8. $5, 60, 2
9. $8, 20, 5
10. $10, $7, 10, 4

WORKSHEET #2

Answer Key

DAILY BALANCE SLIP

NUMBER	DENOMINATION	AMOUNT
84	Pennies	84
22	Nickels	1 10
13	Dimes	1 30
8	Quarters	2 00
10	Half-dollars	5 00
27	$1 bills*	27 00
6	$5 bills	30 00
5	$10 bills	50 00
3	$20 bills	60 00
2	Checks	34 00
	Cash in drawer	211 24
	Plus cash paid out	5 00
	Total cash	216 24
	Less change fund	25 00
	Cash received, cashier's count	191 24
	Cash received, detailed audit strip	191 24

Cash proved x Cash over Cash short Amount of cash short or over---- -0-

*Two-dollar bills may be included with $1 bills.

Name ____________________

Occupational Cluster & Number Marketing and Distribution (3.09.3.1)

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
Operating Cash Registers					
Proving Audit Slip					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Variety Store

*Representative Job Titles with DOT and OE Codes

Personnel Manager DOT Code: 166.117-018 OE Code: 04.0800

Manager, Employment DOT Code: 166.167-030 OE Code: 04.0800

OCCUPATIONAL TASK: Handling Duties of Personnel Manager

OCCUPATIONAL COMPETENCY:

1) Select an employee for a position in a variety store.
2) Determine employee pay scale.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Variety Store Management textbooks
2. Personnel Management textbooks
3. Career information booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

HANDLING DUTIES OF PERSONNEL MANAGER

PERSONNEL
MANAGER

OCCUPATIONAL TASK: Handling Duties of Personnel Manager

OCCUPATIONAL COMPETENCY:

1) Select an employee for a position in a variety store.
2) Determine employee pay scale.

LEARNING OBJECTIVE

Upon completion of these activities you will be able to select an employee for a position in a variety store. You will also be able to determine an employee pay scale.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Personnel Manager DOT Code: 166.117-018 OE Code: 04.0800

Manager, Employment DOT Code: 166.167-030 OE Code: 04.0800

DUTIES:

Plans and carries out policies relating to all phases of personnel activity.

May prepare job descriptions.

Prepares personnel forecast to project employment needs.

Recruits, interviews, and selects employees to fill vacant positions.

Investigates accidents and prepares reports for insurance carrier.

JOB
DESCRIPTIO

Plans and conducts new employee orientation to foster positive attitude toward company goals.

Conducts wage survey within labor market to determine competitive wage rate.

Keeps record of insurance coverage, pension plan, and personnel transactions, such as hires, promotions, transfers, and terminations.

Conducts exit interviews to determine reasons behind separations.

Prepares budget of personnel operations.

CAREER INFORMATION

DUTIES:

Meets with shop stewards and supervisors to resolve grievances.

Writes separation notices for employees separating with cause.

Prepares reports and recommends procedures to reduce absenteeism and turnover.

Contracts with outside suppliers to provide employee services, such as canteen, transportation, or relocation service.

May keep records of hired employee characteristics for governmental reporting purposes.

May negotiate collective bargaining agreement with labor union.

May prepare organizational and flow charts.

May prepare evaluation instruments.

May assist employees in the solution of problems.

Identified need for and develops job analysis, tools, such as manuals, reporting forms, training films, and slides.

Consults with legal staff to insure that policies comply with federal and state law.

Writes directives advising department managers of company policy regarding equal employment opportunities, compensation, and employee benefits.

CAREER INFORMATION

DUTIES:

Develops sources of qualified applicants.

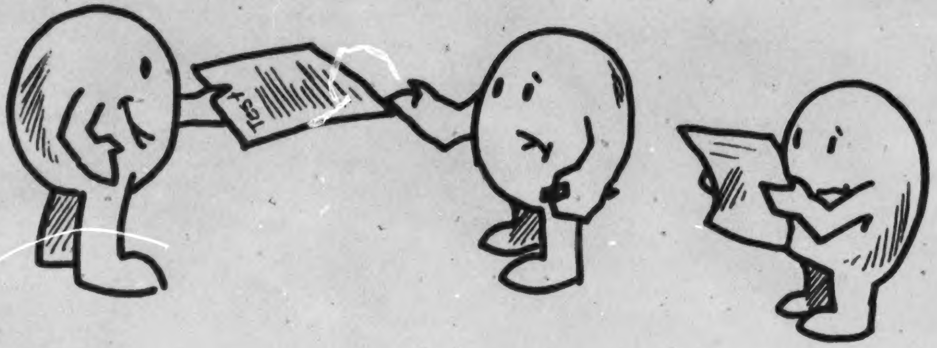
Conducts screening interviews.

May administer tests.

Checks references and background of potential employees.

Evaluates applicants' qualifications, arranges for preliminary indoctrination and training for newly hired employees.

Keeps records and compiles statistical reports concerning personnel.



WHERE EMPLOYED:

Independent variety stores

Large chain variety stores

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

The number of personnel workers is expected to grow faster than the average for all occupations through 1985, therefore, the need for personnel managers is going to be in demand. In addition to new jobs created by growth of the occupation, many openings will become available each year because of the need to replace workers who die, retire, or leave their jobs for other reasons. Legislation setting standards for employment practices in the areas of occupational safety and health, equal employment opportunity, and pensions has stimulated demand for personnel workers. The effort to end discriminatory employment practices, for example, has led to scruntiny of the testing, selection, placement, and promotion procedures in many companies and government agencies. The findings are causing a number of employers to modify these procedures, and to take steps to raise the level of professionalism in their departments.

PERSONNEL
MANAGER

CAREER INFORMATION

EDUCATION AND TRAINING:

Many employees seek to fill beginning positions in personnel with college graduates. Some employers look for graduates who have majored in personnel administration. At least 200 colleges and universities have programs leading to a degree in the field of personnel. In addition, many schools offer course work in closely related fields. A combination of courses in the social sciences, behavioral sciences, business and economics is useful. A college education is important, but it is not the only way to enter personnel work. Some people enter the field at the clerical level, and advance to professional positions on the basis of experience. New personnel workers usually enter formal or on-the-job training programs to learn how to classify jobs, interview applicants, or administer employee benefits.

SPECIAL QUALIFICATIONS:

The young person who is interested in becoming a personnel manager should be objective, patient, emotionally stable, personable, a good judge of character, tactful, and discreet. Sound judgment, leadership qualities and common sense are also important.

CAREER INFORMATION

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator for more information.

Contact counselor or job placement coordinator.

Watch newspaper ads.

Apply directly to companies.

Apply for management trainee program.

Promotion from within the company for jobs of lesser responsibility.

CHANCE OF ADVANCEMENT:

Employees with exceptional ability may be promoted to executive positions, such as director of personnel, director of labor relations, vice president or president of the company. Additional education such as a masters or doctorate degree may be required in order to reach executive level positions. A number of years experience is also important in gaining promotions of this type.

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

The salary of personnel managers in variety stores varies with the size of the store, its ownership, the size of the population which it serves, and the percentages of the community population which it draws as customers. (See salary chart for additional information.) Other benefits may include: hospitalization, insurance, paid sick leave, paid vacation, pension plans, profit-sharing plans and expense account.

PENSION PLAN

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Most personnel managers spend approximately 40 to 60 hours a week on the job. Days and hours may be flexible with some evenings, Saturdays, or Sundays expected.

CAREER INFORMATION

Physical Requirements:

Good health

Abundant energy

Ability to stand and walk several hours at a time.

Mental Requirements:

Ability to read and to write legibly.

Ability to speak and write effectively.

Ability to work with people of all levels of education and experience.

Ability to work as part of a team.

Ability to see both the employee's and the employer's points of view.

Ability to accept responsibility.

Supervisory abilities

Integrity

Fairmindedness

Persuasive, congenial personality

Ability to approach problems objectively, weigh the objectives and make wise decisions.

Ability to work with figures and business forms.

Ability to remain alert after long hours on the job.

CAREER INFORMATION

Physical Environment:

Most personnel managers of variety stores have a clean, well-lighted office in which to work. They are well-heated in winter and air-conditioned in the summer. Many are cheerfully decorated. Personnel managers of variety stores are not usually subject to changing weather conditions.

Interaction with People:

Young people who wish to work up to a level of personnel manager must be able to get along well with other people. Personnel managers must be able to see both the employee's and the employer's points of view. In addition, they should be able to work as part of a team. Personnel managers have the opportunity to work with employees of varying personalities and backgrounds. The success of a personnel manager will depend on his ability to communicate with people.

Type of Dress:

Most personnel managers are required to wear business attire. They should be neat, clean and well groomed as they set an example for prospective and present employees.

LEARNING ACTIVITIES

In this packet, you will complete the following learning acitivities:

1. Select an employee for a position in a variety store.

2. Determine employee pay scale.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, put yourself in the role of the personnel manager of a variety store and write the answers to the questions that follow the case problem.

> You have advertised for a salesperson for the Peep Variety Store. Jane and Cathy are both applicants for this position.
>
> Jane's school record indicates she was an "A" student, well thought of and recommended very highly by her teachers.
>
> Cathy's records from high school indicate that she was a little above an average student. She was a bit slow in grasping things, but she is a determined individual and a hard worker.
>
> Both girls are competent in cashiering duties, neat, and have pleasing personalities.
>
> You are unable to choose between the girls, so you decide to give both Jane and Cathy a chance to meet the other salespeople in the department. You give each girl an appointment time to experience the general routine of variety store work. Your purpose is to get the opinion of experienced sales workers.
>
> Jane and Cathy both kept their appointment. Jane breezed through the details given her on the work of a salesperson with a knowing attitude. Cathy did not comprehend all of the routine right away but asked several intelligent questions.

1. Do you feel Jane could do an all around better job than Cathy?
2. Which of the two girls do you think will grow with this compan Why?
3. Would you rely solely on the high school records of the two girls? Why or why not?
4. What qualities were shown by Jane? By Cathy?
5. Which girl would you select as the new salesperson in the Peep Variety Store?

WORKSHEET #2

To complete this activity, put yourself in the role of the personnel manager of a variety store and write the answers to the questions that follow the case problem.

> Sharon Lee went to work as a salesperson for the Peep Variety Store two years ago. Sharon was a conscientious and ambitious worker and soon worked her way up to the position of manager of the cosmetics department.
>
> Jerry Adams also worked as the manager of the hardware department at the Peep Variety Store. His duties were the same as Sharon's except he worked in a different department.
>
> Both employees had worked for the Peep Variety Store for two years. Sharon discovered in a conversation with Jerry one day that he was making $100 more per month than she was.
>
> Sharon asked the general manager of the Peep Variety Store about the difference in the pay scale. Sharon told the general manager that she was doing approximately the same work as Jerry and she felt that she deserved a raise equal to his salary. She stated that she felt the equal work deserved equal pay.
>
> The general manager told Sharon that she was doing a good job for the store but that Jerry had a family to support so he needed a bigger salary. Sharon replied that she was being penalized for being single.
>
> Sharon is not satisfied with her conversation with the general manager and schedules an appointment with you.

1. Do you think Sharon is justified in asking for a raise in pay equal to Jerry's salary?
2. Do you think an employer should consider a person's marital status, size of family, etc. in determining a pay scale?
3. What decision would you make to solve this problem?

WORKSHEET #1

Answer Key

There are no specific answers required. Students answers may vary from one student to the next. The teacher should use his or her discretion in evaluating answers.

WORKSHEET #2

Answer Key

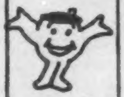
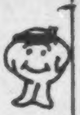
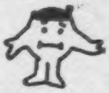
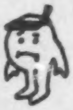
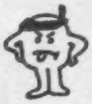
There are no specific answers required. Students answers may vary from one student to the next. The teacher should use his or her discretion in evaluating answers.

Name____

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very interesting 	Didn't enjoy any part of it 
1. Reading Career Information sheets for personnel manager of a variety store.					
2. Selecting an employee for a position in a variety store.					
3. Determining employee pay scale.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Wholesaling

*Representative Job Titles with DOT and OE Codes

Salesperson	DOT Code:	269.357-018	OE Code:	04.3100
Sales Manager	DOT Code:	163.167-018	OE Code:	04.3100

OCCUPATIONAL TASK: Determining promotion strategy

OCCUPATIONAL COMPETENCY: To answer questions concerning promotion strategy and determine a business' promotion strategy.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Wholesaling textbooks
2. Marketing textbooks
3. Retailing textbooks
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

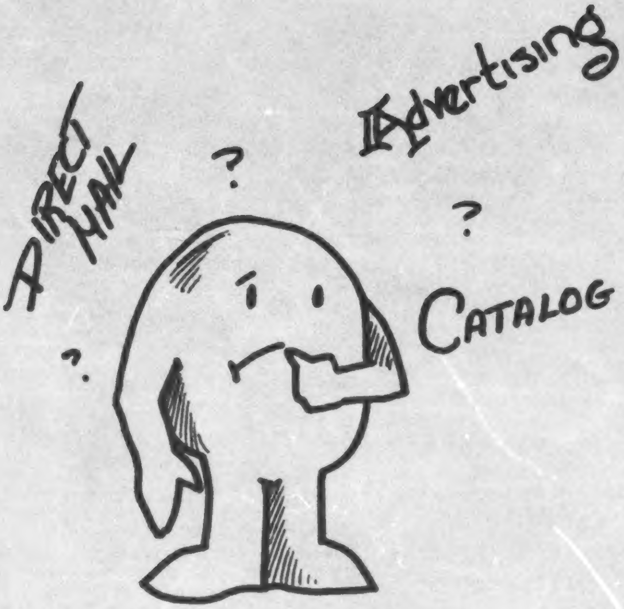
1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.

3. If you are unfamiliar with this activity you may want to read over the student's packet.
4. The teacher should allow the student at least a week to complete Worksheet #2.

TEACHER'S NOTES

5. For Worksheet #2 make sure the student calls the business for an appointment explaining the nature of the project.

DETERMINING PROMOTION STRATEGY



OCCUPATIONAL TASK: Determining promotion strategy

OCCUPATIONAL COMPETENCY: To answer questions concerning promotion strategy and determine a business' promotion strategy.

LEARNING OBJECTIVE

When you have completed these activities you will be able to identify the different elements of promotion strategy.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Salesperson DOT Code: 269.357-018 OE Code: 04.3100

Sales Manager DOT Code: 163.167-018 OE Code: 04.3100

DUTIES:

Persuades customers to use sales promotion display items of wholesale commodity distributor.

Visits retail establishments, such as department stores, taverns, supermarkets and clubs to persuade customers to use display items to promote sale of company products.

Delivers promotion items, such as posters, glasses, napkins and samples of products.

Arranges display of promotional items in customer's establishment.

Takes sales orders from customers.

Manages sales activities of establishments.

Directs staffing, training, and performance evaluations to develop and control sales program.

Coordinates sales distribution by establishing sales territories, quotas, and goals.

Advises dealers and distributors concerning sales and advertising techniques.

Assigns sales territory to sales personnel.

CAREER INFORMATION

DUTIES:

Analyzes sales statistics to formulate policy and to assist dealers in promoting sales.

Reviews market analyses to determine customer needs, volume potential, price schedules and discount rates.

Develops sales campaigns to accommodate goals of company.

Directs product simplification and standardization to eliminate unprofitable items from sales line.

Represents company at trade association meetings to promote product.

Coordinates liaison between sales department and other sales-related units.

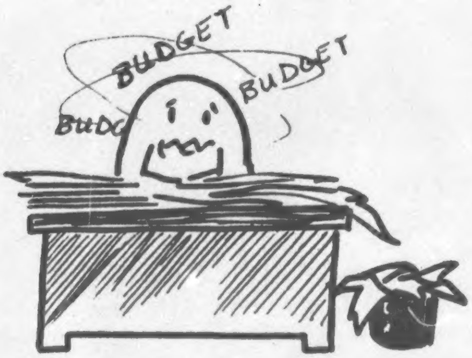
Analyzes and controls expenditures of division to conform to budgetary requirements.

Assists engineering division to prepare manuals and technical publications.

Prepares periodic sales report showing sales volume and potential sales.

May direct product research and development.

May recommend or approve budget, expenditures, and appropriations for research and development work.



CAREER INFORMATION

WHERE EMPLOYED:

Wholesale houses

Firms selling machinery and building materials to industrial and business users.

Companies that sell food products.

Wholesalers dealing in drug, dry goods and apparel, motor vehicle equipment and electrical appliances.

EMPLOYMENT OUTLOOK:

Employment opportunities for sales workers in the wholesale trade are expected to be good for those with product knowledge and selling ability. In addition to new positions created by growth, many openings will stem from turnover. The number of wholesale sales workers is expected to grow about as fast as the average for all occupations through the mid-1980's. Business and institutions will require a wide variety of products for their own use and for eventual resale.

EDUCATION AND TRAINING:

A high school diploma is preferred. As professionalism grows in wholesale trade and as products become increasingly complex, more and more college graduates are required for position of salesperson or sales manager.

CAREER INFORMATION

EDUCATION AND TRAINING:

Sales trainees in very large wholesale firms participate in formal training programs that combine classroom instruction with short rotations--various nonselling jobs. Trade associations and vendors also sponsor training programs.

SPECIAL QUALIFICATIONS:

Good health and energy are important requirements. Extensive technical training and product knowledge, leadership qualities and sales ability.

PACKAGE SIZE?
CONTENTS OF PACKAGE?

WAYS TO ENTER FIELD:

Promotion from within the company from jobs of lesser responsibility.

Management trainee program. Additional information may be obtained from DE/DCT Coordinator.

CHANCE OF ADVANCEMENT:

The person who obtains a position in wholesaling may advance to supervisor, sales manager or other executive positions. The time spent in different positions varies among companies but it usually takes 2 years or longer.

EARNINGS AND ADDITIONAL BENEFITS:

According to limited information, most beginning sales workers earned around $9,500 a year in 1976. Experienced sales workers earned considerable more. Since commissions often make up a large proportion of the sales workers' income, earnings vary widely in this occupation. Earnings also depend on the sales worker's experience and seniority, as well as on the product line. Median earnings of the lowest paid sales workers in 1976 varied from, $12,000 in automotive parts and supplies to $18,400 in paper and paper products distribution. Median earnings of the highest paid sales workers ranged from $20,400 in beverage distribution to over $18,000 in paper and paper products. (See salary chart for additional information.) Other benefits such as hospitalization, insurance, paid sick leave, paid vacation may also be available.

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Sales workers often have long, irregular work hours. Although they call on customers' during business hours, they may travel at night or on weekends to meet their schedule.

CAREER INFORMATION

Physical Requirements:

Good health

Abundant energy

Ability to remain on their feet for long periods.

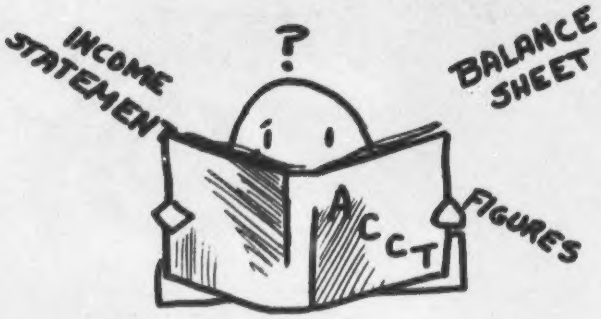
Mental Requirements:

Ability to remain alert after long hours on the job.

Ability to read and write legibly.

Ability to work with figures and business forms.

Knowledge of mathematics, accounting, general business procedures and selling.



Physical Environment:

The sales person/manager may be required to be in every type of weather calling on his customers.

CAREER INFORMATION

Interaction with People:

Young people who wish to be in this type of position should be able to get along well with other people. They will have the opportunity to work and meet people in various occupations.

Type of Dress:

Most sales people/managers are required to wear business attire. They need to be neat, clean and well groomed.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities

1. In Worksheet #1, you will read the information provided and do the completion and matching questions.

2. In Worksheet #2, you will use the information provided and interview a business in your area that buys from wholesalers and observe the wholesalers' promotion strategies.

3. Complete the student attitude sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

To complete this activity, read the following information and do the completion and matching questions.

There are 5 major elements in promotion strategy: (1) personal selling, (2) catalogs, (3) advertising, (4) direct mail, (5) specialty advertising.

PERSONAL SELLING

Everything that a wholesaler does depends finally on the sales staff. The sales staff gets customers and orders, introduces new products, helps retailers to merchandise products, and provides its company with feedback. A sales force must convince retailers that the wholesaler can provide the products and services required to maintain and increase the retailer's profit. A wholesaler depends upon the volume of orders it receives and fills. Successful wholesalers concentrate on (1) obtaining the greatest number of possible customers in their market area and (2) getting orders from these customers for a large portion of the goods they require.

The wholesale salesperson is the direct contact between a manufacturer and retailer. The wholesale salesperson demonstrates new products and explains promotion and selling aids when a new product comes on the market.

The wholesale sales force helps retailers by offering practical advice in buying, pricing, displaying, and selling. The salesperson gets reports from retailers on fast selling items, effective sales aids, and customer acceptance of products. In regular reports to the wholesaler, retailers provide feedback of information which can be used to help the wholesaler do a better job of servicing customers.

CATALOG

Catalogs in many forms and shapes are important tools in the wholesaler's promotion strategy. Catalogs support the sales force by showing the range and quality of the wholesaler's product line. Catalogs also give customers a source with which to refer when mailing or telephoning orders to the wholesaler.

ADVERTISING

Selling is personal; it depends on the energy and personality of the sales representative. Advertising is a nonpersonal sales message that reaches a mass audience. Advertising is paid for by an identified sponsor in order to reach large numbers of customers through the public media, such as newspapers, magazines, radio, and TV. Useful articles with the wholesaler's name and address on them that frequently carry a sales message are used in specialty advertising.

WORKSHEET #1 (Continued)

DIRECT MAIL

Wholesalers use pamphlets and leaflets to send directly to their customers describing the product or products they have.

COMPLETE THE FOLLOWING FILL-IN THE BLANK QUESTIONS AND THE MATCHING.

1. The technique of planning and directing activities that will sell a wholesaler's products is called ________________________.
2. ______________________________ are the most important persons in a wholesaler's promotion strategy.
3. The ____________________ is an important tool for supporting sales efforts and providing customers with something to have to refer to place orders.
4. Selling is a personal technique, whereas ____________________ is used to reach a mass audience of potential buyers.
5. The technique of planning and directing the activities required to promote and sell a company's products.
6. Information brought back to a wholesaler by sales representatives.
7. Useful inexpensive articles that carry the wholesaler's name and address and are given away.

A. SPECIALITY ADVERTISING

B. FEEDBACK

C. PROMOTION STRATEGY

WORKSHEET #2

To complete this packet, select a business in your area that buys from wholesalers. Visit the business and observe the wholesalers' sales promotion strategies that are used in one area or department of the store. Describe and organize your findings using the activity guide below. Be certain to review the business advertising in your local paper to check for any tie-in with the wholesaler's program.

Name of firm ______________________________

Date checked ______________________________

Department ______________________________

Name of newspaper where firm's advertising was located __________________

____

Dates when advertisements were in newspaper ______________________

Describe newspaper advertising ______________________________________

____

____

____

Describe merchandising aids ____

____

____

Describe or attach a copy of direct mail advertising pieces ___________

____

____

Describe the catalog ____

____

____

What type of information does it give? ___________________________

____

____

WORKSHEET #2 (Continued)

Who is responsible for putting it together?______________________________

How is it organized so that the retailer can place orders?______________

____

____

Attach a page from the catalog, if possible. Did you see an example of cooperative advertising in your newspaper? If so, attach a copy. Circle those parts of the advertisement supplied by the wholesaler.

Is the wholesaler's name listed on the advertisement at all?____________

What advantages does a wholesaler receive from cooperative advertising?

____

____

WORKSHEET #1

Answer Key

1. promotion strategy
2. sales representatives
3. catalog
4. advertising
5. promotion strategy
6. feedback
7. specialty advertising

WORKSHEET #2

Answer Key

The teacher should review the form the student has filled out.

Name ______________________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Completion and matching questions.					
2. Interviewing a business.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

BUSINESS OCCUPATIONS EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL CLUSTER: Wholesaling

*Representative Job Titles with DOT and OE Codes

Buyer	DOT Code:	162.157-022	OE Code:	04.3100
Head Buyer	DOT Code:	162.157-018	OE Code:	04.3100

OCCUPATIONAL TASK: Handling Human Relations

OCCUPATIONAL COMPETENCY: Determine the type of discipline to be administered to employees when problems arise.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

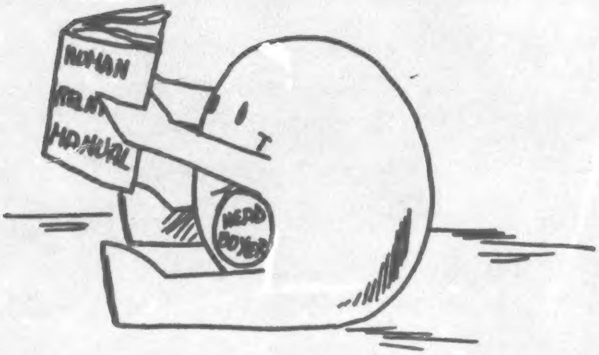
1. Wholesaling textbooks
2. Distribution textbooks
3. Career information booklet
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain use of salary chart to students. This chart should accompany Business Occupations Exploratory packets.
2. Duplicate enough copies of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.
4. Answers will not be supplied for student worksheets in this packet. Teacher should use discretion.

HANDLING HUMAN RELATIONS



OCCUPATIONAL TASK: Handling Human Relations

OCCUPATIONAL COMPETENCY: Determine the type of discipline to be administered to employees when problems arise.

LEARNING OBJECTIVE

When you have completed these activities you will be able to suggest an appropriate solution for handling disciplinary problems that arise among employees.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Buyer	DOT Code: 162.157-022	OE Code: 04.3100
Head Buyer	DOT Code: 162.157-018	OE Code: 04.3100

DUTIES:

Purchases merchandise or commodities for resale.

May price items for resale.

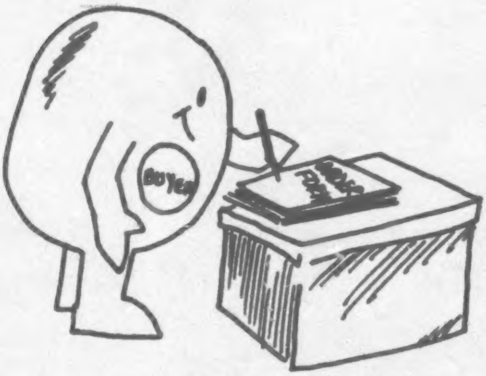
May be required to be licensed by state.

Authorizes payment of invoices or return of shipment.

Approves advertising copy for newspaper.

Performs duties in connection with purchase and sale of merchandise to aid head buyer.

May conduct staff meetings with sales personnel to introduce new merchandise.



Verifies quantity and quality of stock received from manufacturer.

Inspects exchanged or refunded merchandise.

Selects purchase items by testing, observing, or otherwise examining merchandise.

CAREER INFORMATION

DUTIES:

Transports purchases or contacts carriers to arrange transportation of merchandise.

Selects and orders merchandise from showings by manufacturing representatives and other sellers.

Estimates values according to knowledge of market price.

Keeps records pertaining to items purchased, costs, delivery, product performance, and inventories.

May sell merchandise to become familiar with customers' attitudes, preferences, and purchasing problems.

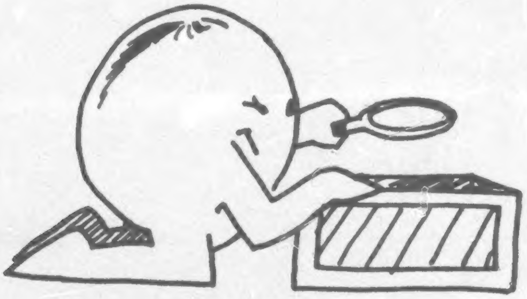
Interviews vendors to obtain information concerning product, price, ability of vendor to produce product or service, and delivery date.

Discusses defects of purchased goods with quality control or inspection personnel to determine source of trouble and takes corrective action.

Gives markers information, such as price markups, price markdowns, manufacturer number, season code, and style number to print on price tickets.

Inspects and grades or appraises commodities and durable goods, or other merchandise offered for sale to determine value and yield.

Purchases on open market for cash, basing selection on nature of clientele, or demand for specific commodity, merchandise, or other property, utilizing knowledge of various articles of commerce and experience as a buyer.



CAREER INFORMATION

WHERE EMPLOYED:

Warehouses

Merchant Wholesale Companies

Brokerage Firms

Retail Businesses

Mail Order Houses

Government Agencies

Hospitals

Airlines

Manufacturer's Sales Branches and Offices

MAIL ORDER
HOUSE

EMPLOYMENT OUTLOOK:

Employment of buyers is expected to grow more slowly than the average for all occupations through the mid 1980's. Centralized buying is gaining popularity. This is expected increasingly to dominate the general merchandise market. Most job openings will arise each year from the need to replace workers who leave the occupation for various reasons. Competition for these jobs is expected to be keen, for merchandising attracts large numbers of college graduates every year. Prospects are likely to be best for qualified applicants who enjoy the competitive nature of the work and a demanding, fast-paced job.

CAREER INFORMATION

EDUCATION AND TRAINING:

Cooperative education programs at thousands of high schools have launched entry-level employment programs leading to a buyer's position. Indeed, many a good buyer began in a stockroom or behind a counter and worked up the ladder without any college training. However, new buyers will find a college degree increasingly necessary. Many junior and 4-year colleges offer programs in marketing and purchasing and confer thousands of degrees each year. In addition, numerous trade schools train students for careers in merchandising. Courses in merchandising or marketing may help in getting a first job, but most employers accept graduates in any field of study and train them on the job. Many companies, especially the larger ones, have formal training programs for management or executive trainees, including buyers. These programs usually last from 6 to 8 months and combine classroom instruction in merchandising and purchasing with short rotations to various jobs in the company. This training introduces the new worker to store operations and policies, and provides the fundamentals of merchandising and management as well.

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

Buyers should be good at planning and decision making and have an interest in merchandising. They need leadership abilities and good communications skills to supervise sales workers and assistant buyers and to deal effectively with manufacturers' representatives and company executives. Because of the fast pace and constant pressure of their work, buyers need physical stamina and emotional stability. Many buyers are expected to travel extensively and frequently.

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator for more information and possible placement in entry-level positions.

Ask counselors or job placement coordinator at school.

Apply for buyer trainee programs.

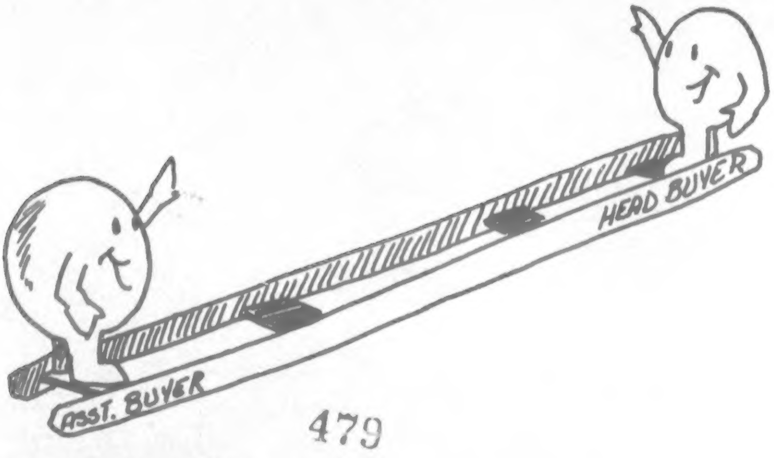
Promotion from within from jobs of lesser responsibility.

Through educational institutions which have training programs in merchandising.

CAREER INFORMATION

CHANCE OF ADVANCEMENT:

The trainee's first job is likely to be that of assistant buyer. The duties include supervising sales workers, checking invoices on material received, and keeping account of stock on hand. Assistant buyers gradually assume purchasing responsibilities, depending upon their individual abilities and the size of the department where they work. After years of working as a buyer, those who show exceptional ability may advance to head buyer or merchandise manager. A few find further promotion to top executive jobs such as general merchandise manager. The length of time it takes to reach any of these levels depends not just on the individual's ability but upon the company's need for management personnel. The faster the company grows, the greater the opportunity for a worker to acquire responsibility.



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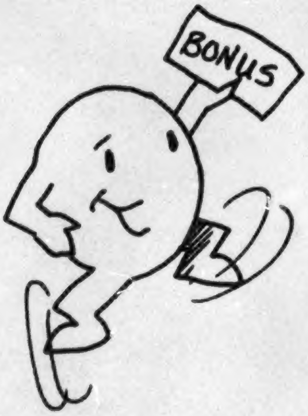
CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

Buyers for discount stores and other mass merchandising firms are among the most highly paid in the industry, as are those who buy centrally for large chain stores. Most earned between $15,000 and $25,000 a year in 1976, though many earned salaries outside this range. (See salary chart for additional information). The actual income depends upon the product line purchased, the sales volume of the company and the individual's seniority. Buyers often earn large bonuses for exceptional performance. In addition, many companies have incentive plans, such as profit sharing and stock options. Additional benefits may include: travel expense accounts, company car, pension plans, insurance, hospitalization, paid vacation, paid sick leave, and unemployment and workmen's compensation.



CAREER INFORMATION

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Buyers regulate their own hours, and often work more than 40 hours a week because of special sales, conferences, and travel. The amount of traveling a buyer does varies with the type of merchandise bought and the location of suppliers. Most buyers spends 4 or 5 days a month on the road. Some evenings, Saturdays, and Sundays are expected.

Physical Requirements:

Physical stamina and abundant energy.

Emotional stability

Good health

Ability to stand and walk several hours at a time.

Ability to lift up to 50 pounds.

Mental Requirements:

Ability to keep informed about changes in existing products and the development of new ones.

Ability to assess the resale value of goods after a brief inspection.

Ability to make purchase decisions quickly.

Knowledge of what motivates customers to make purchases.

Ability to analyze past sales records to determine products in demand.

CAREER INFORMATION

Mental Requirements:

Ability to watch general economic conditions to anticipate consumer buying patterns.

Leadership abilities.

Good communications skills.

Common sense

Ability to read and write legibly.

Ability to work with figures and business forms of all types.

Ability to approach problems objectively, weigh the objectives, and make wise decisions.

Ability to remain alert after long hours on the job.

Physical Environment:

Buyers work both indoors and outdoors. They are often exposed to changing weather conditions while traveling to other cities, states or even countries. A minimum of 4 or 5 days a month is spent on the road. Buyers may have well-decorated, comfortable offices also. Buying is considered a fairly clean occupation.

CAREER INFORMATION

Interaction with People:

Young people who wish to work up to the position of buyer should be able to get along well with other people. The success of a buyer depends upon his or her ability to communicate with sales workers, other buyers, company executives and manufacturers representatives. A pleasant personality, telephone voice, and a friendly nature in business dealing are a must for this occupation. Buyers must be blessed with "the gift of gab" in handling day-to-day conversations.

Type of Dress:

Buyers are expected and required to wear proper business attire. They should be neat, clean and well groomed. The appearance of these employees is very important because they often make the first impression while representing their companies.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. In Worksheet #1 complete the answers to the questions that follow the case problem.

2. In Worksheet #2 complete the answers to the questions that follow the case problem.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete and hand in the attitude sheet to see if this type of work would be interesting to you.

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WORKSHEET #1

To complete this activity, put yourself in the role of the head buyer and write the answers to the questions that follow the case problem.

Things have been going very smoothly at the warehouse. Just last month you hired a new assistant buyer, Stan Rollins, who had recently received his masters degree at a local university. Stan had four years experience as a buyer in addition to his degree.

As you enter your office, one of the secretaries tells you that Mr. Williams, the vice president of the company, is on the telephone.

Mr. Williams tells you that Stan Rollins has stirred up a hornets nest with the buyers You ask what Stan has done. Mr. Williams tells you that Rollins is putting the pressure on all the buyers to cut costs and stay within the budget. One of the buyers complained to Mr. Williams.

You tell Mr. Williams that you fell Stan Rollins has done an excellent job in the short time he has been with the company. He has organized the buyers and he has got the yearly budget ready early for the first time in several years.

Mr. Williams tells you he feels Stan Rollins comes on a bit strong and suggests that you call Stan in for a conference.

1. What is the human relations problem in this case?
2. Why do you think the buyers are antagonistic against Stan Rollins? Give some reasons why they may feel antagonistic.
3. Would you call in the buyer that complained to Mr. Williams and tell the buyer to come to you with complaints in the future regarding Stan Rollins? Why or why not?
4. What advice would you give Stan Rollins when you talk with him?
5. Do you feel you should have a meeting with Stan and all the buyers to "clear up the problem" or should you let Stan handle it?

WORKSHEET #2

To complete this activity, put yourself in the role of the head buyer and write the answers to the questions that follow the case problem.

> As head buyer how would you react when one of the company president's good friends attempts to sell you a large quantity of goods. The friend of the president has a bad business reputation and is known for not delivering goods on time and not replacing damaged shipments.

1. Would you purchase the goods knowing all the facts without any reservation?
2. Would you refuse to order from the friend and tell him why?
3. Would you consult the vice president and inform him why you do not want to place an order with his friend?

WORKSHEET #1

Answer Key

There are no specific answers required. Students answers may vary from one student to the next. The teacher should use his or her discretion in evaluating answers.

WORKSHEET #2

Answer Key

There are no specific answers required. Students answers may vary from one student to the next. The teacher should use his or her discretion in evaluating answers.

Name ____________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading career information for buyers and head buyers.					
2. Answering human relations case problems.					
3. Playing the role of head buyer.					
Are you now aware of jobs using these skills or activities?			YES	NO	
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments ____________________

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Wholesaling

*Representative Job Titles with DOT and OE Codes

Warehouse Manager	DOT Code: 185.167-018	OE Code: 04.3100
Merchandise Manager	DOT Code: 185.167-034	OE Code: 04.3100

OCCUPATIONAL TASK: Checking Completed Business Forms.

OCCUPATIONAL COMPETENCY: To check the freight bill and shipping invoice for accuracy and correct all errors made.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

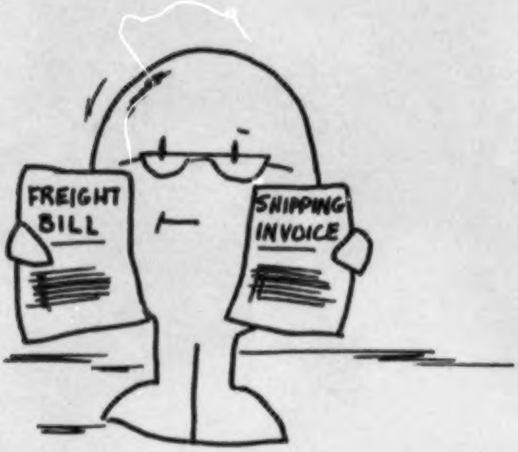
1. Wholesaling textbooks
2. Distribution textbooks
3. Career information booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

CHECKING COMPLETED BUSINESS FORMS



OCCUPATIONAL TASK: Checking Completed Business Forms.

OCCUPATIONAL COMPETENCY: To check the freight bill and shipping invoice for accuracy and correct all errors made.

LEARNING OBJECTIVE

When you have completed these activities you will be able to correct errors made in freight bills and shipping invoices, and explain the corrections made while playing the role of the warehouse manager.

EVALUATION

You will complete and hand in the worksheets in this packet and explain the corrections you have made to the teacher. You will play the role of the warehouse manager and the teacher will play the role of the warehouse employee. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Warehouse Manager DOT Code: 185.167-018 OE Code: 04.3100

Merchandise Manager DOT Code: 185.167-034 OE Code: 04.3100

DUTIES:

Directs and coordinates activities of wholesaler's distribution warehouse.

Requisitions new stock.

Hires, trains, and discharges workers.

Keeps records pertaining to purchases, sales and requisitions.

Directs reclamation of damaged merchandise.

REQUISITION

Consults with other personnel to plan sales promotion programs.

Confirms credit references of customers by mail or telephone.

Formulates merchandising policies and coordinates merchandising activities in wholesale or retail establishment.

Confers with potential customers to ascertain needs.

Confers with customers regarding complaints on merchandise or service.

Reviews bills of lading for incoming merchandise and customer orders in order to plan work activities.

Assigns workers to specific duties, such as verifying amounts of storing incoming merchandise and assembling customer orders for delivery.

CAREER INFORMATION

DUTIES:

Determines amount of merchandise to be stocked and directs buyers in purchase of supplies for resale.

Determines mark-up and mark-down percentages necessary to insure profit, based on estimated budget, profit goals, and average rates of stock turnover.

Assists in planning and directing sales and service programs to promote new markets, improve competitive position in area, and provide fast and efficient services for customers.

Establishes operational procedures for verification of incoming and outgoing shipments, handling and disposition of merchandise, and keeping of warehouse inventory.

Coordinates activities of distribution warehouse with activities of sales, record control, and purchasing departments to insure availability of merchandise.

WHERE EMPLOYED:

Warehouses

Merchant Wholesale Companies

Mail Order Houses

Brokerage Firms

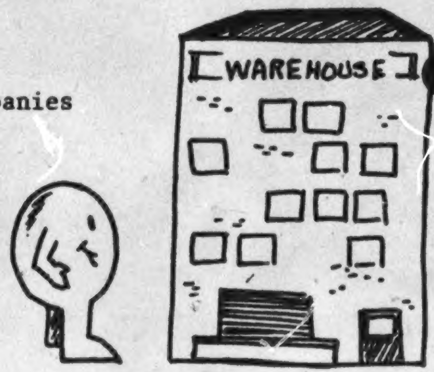
Retail businesses

Hospitals

Airlines

Government Agencies

Manufacturer's Sales Branches and Offices



EMPLOYMENT OUTLOOK:

Employment of warehouse managers and merchandise managers is expected to grow more slowly than the average for all occupations through the mid 1980's. Most job opportunities will arise each year from the need to replace workers who leave

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

the occupation for various reasons. Competition for these jobs is expected to be keen. Prospects are likely to be best for qualified applicants who have training and experience in jobs of lesser responsibility in the field of merchandising. If they have the drive and the interest to do so they can enter management level positions in wholesaling. Working in this type of business provides many career opportunities as well as the satisfaction of being in a field that is constantly developing new products designed to make our way of living more comfortable and enjoyable.

EDUCATION AND TRAINING:

Cooperative education programs at thousands of high schools now offer courses designed to secure entry level employment positions that eventually may lead to occupations as warehouse or merchandise managers. Many qualified warehouse and merchandise managers began as stock clerks, shipping and receiving clerks or order selectors, and worked their way up the ladder to management

CAREER INFORMATION

EDUCATION AND TRAINING:

positions without any college training. However, a college degree is becoming increasingly necessary and attractive in securing jobs of this nature. Courses in accounting, marketing, and business management may prove helpful. Many junior and 4-year colleges offer programs in marketing and purchasing and confer thousands of degrees each year. In addition, numerous trade schools train students for careers in merchandising. Many companies, especially the larger ones, have formal training programs for management or executive trainees. Each company tailors its training programs to its needs and the product line it handles. These programs usually last from 6 to 8 months and combine classroom instruction in merchandising and purchasing with short rotations to various jobs in the field. This training introduces workers to operations and policies of the company, and provides the fundamentals of merchandising and management as well.

MARKETING
ACCOUNTING
business management

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

Warehouse and merchandise managers should be good at planning and decision making and have an interest in merchandising. They need leadership abilities and good communications skills to supervise workers in various wholesaling occupations. Because of the fast pace and constant pressure of their work, employees of this nature need physical stamina and emotional stability. Warehouse and merchandise managers may be required to be bonded depending upon the type of merchandise they handle.

WAYS TO ENTER FIELD:

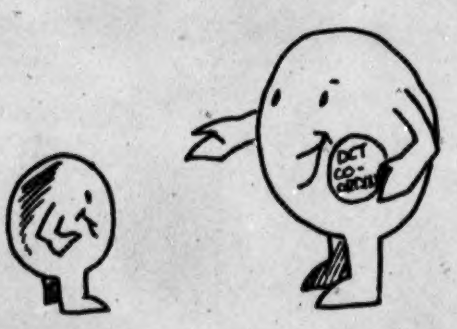
Contact DE/DCT Coordinator for more information and possible placement in entry-level positions.

Ask counselors or job placement coordinators at school.

Apply for management trainee programs.

Promotion from within from jobs of lesser responsibility.

Through educational institutions which have training programs in merchandising.



CAREER INFORMATION

CHANCE OF ADVANCEMENT:

Warehouse and merchandise managers, after many years of experience, may be promoted to products division manager, products general manager, vice president or president of a company. The length of time it takes to reach any of these levels depends not only on the individual's ability but upon the company's need for management personnel. The faster the company grows, the greater the opportunity for a worker to acquire responsibility. College training may be helpful but it does not assure advancement until the individual has proven his or her worth in a position of lesser responsibility. Usually a person with college training will advance more rapidly than the person without such training, but even here years of experience is usually necessary before advancement into top management can be achieved.

EARNINGS AND ADDITIONAL BENEFITS:

Warehouse and merchandise managers are among the most highly paid in the industry. Most earned between $15,000 and $25,000 a year in 1976, though many earned salaries outside this range. (See salary chart for additional information.) The actual income depends upon the

EARNINGS AND ADDITIONAL BENEFITS:

product line, the sales volume of the company, the size of the company, its location, and the seniority of the worker. In addition, many companies provide profit sharing plans and stock options. Additional benefits may also include: company car, pension plans, insurance, hospitalization, paid vacation, paid sick leave, and unemployment and workmen's compensation benefits.

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Warehouse managers and merchandise managers usually work a 40-hour week. Nightwork and overtime, including work on Saturdays, Sundays, and holidays may be expected particularly during seasons which require rush orders to be filled or when shipments have been delayed.

10:00 PM
RUSH

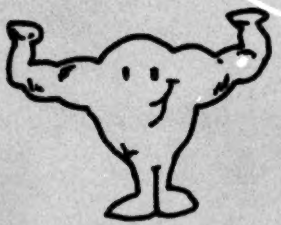
CAREER INFORMATION

Physical Requirements:

Good health

Abundant energy and physical stamina

Ability to stand and walk several hours at a time.



Ability to lift up to 50 pounds.

Opportunity for exercise--not confined to a job which requires you to sit all day.

Finger and manual dexterity

Good eyesight

Ability to bend, climb, carry and stretch.

Mental Requirements:

Ability to read and to write legibly.

Ability to count

Self-confidence

Ability to recognize defective merchandise.

Ability to speak well and clearly.

Tactfulness

Initiative

Common Sense

Ability to work with figures and business forms.

Good memory for details

Thorough knowledge of products handled.

Ability to supervise work of others.

Ability to work under pressure.

Ability to keep informed about changes in existing products and the development of new ones.

CAREER INFORMATION

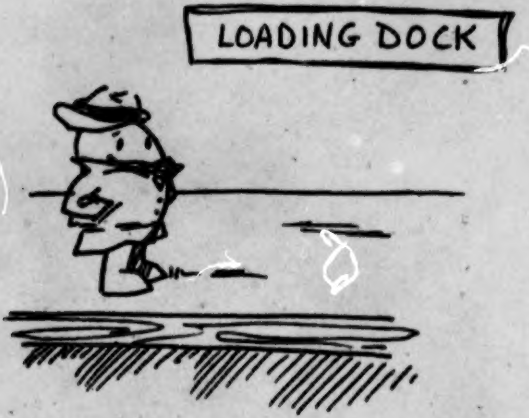
Mental Requirements:

Ability to approach problems objectively, weigh the objectives, and make wise decisions.

Ability to remain alert after long hours on the job.

Physical Environment:

Although warehouse and merchandise managers usually work in relatively clean, heated and well-lighted areas, some warehouses may be damp and drafty. Employees of this nature who handle refrigerated goods may spend some time in cold storage rooms. Warehouse and merchandise managers may spend much of their working day on their feet on a concrete floor. While much of the work is done in shipping and receiving rooms, employees in these occupations may do some of their work on outside loading docks where they may be exposed to changing weather conditions.



CAREER INFORMATION

Interaction with People:

In wholesale management positions, the ability to coordinate the operations and activities of others with a minimum of friction among staff members is a most important requirement. Those persons who wish to work up to a manager's position should be able to get along well with all types of personalities. A pleasant personality, telephone voice, and a friendly nature is a must for these occupations. Representing the company in an appropriate manner will determine the success of a manager. Managers are often subject to the moods and personalities of customers and employees with whom they work.

Type of Dress:

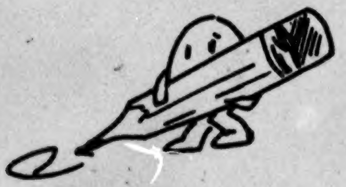
Warehouse and merchandise managers should be neat, clean and well groomed, as they set an example for those employees they supervise. Depending upon the company, they may wear uniforms or proper business attire.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. In Worksheet #1-A check the completed freight bill for errors. Complete the blank freight bill form on Worksheet #1-B showing all corrections you have made. When you have completed the work, play the role of the warehouse manager and explain all corrections you have made to the teacher who will play the role of a warehouse employee.

2. In Worksheet #2-A check the completed shipping invoice for errors. Complete the blank shipping invoice form on Worksheet #2-B showing all corrections you have made. When you have completed the work, play the role of the warehouse manager and explain all corrections you have made to the teacher who will play the role of a warehouse employee.



3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet and explain the corrections you have made to the teacher. You will play the role of the warehouse manager and the teacher will play the role of the warehouse employee. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1-A

To complete this activity, check the completed freight bill below for errors. Complete the blank freight bill form on Worksheet #1-B showing all corrections you have made.

When you have completed the work, play the role of the warehouse manager and explain all corrections you have made to the teacher who will play the role of a warehouse employee.

ALLIED TRUCKING COMPANY

303 Ninth Avenue
New York, NY 10014

FREIGHT BILL for charges on articles transported

Consignee: Freeland Department Store
Chicago, Illinois

Date: August 4, 1979
Freight Bill No. 21198

Car Initials & No.	Waybill Date & No.	Station From
AS 146	8/5 -- 34000	New York, New York

Previous Waybill Reference	Full Name of Shipper
CQZ 33009	Fun-Time Manufacturing Company

Number of Packages, Articles	Weight	Rate	Freight	Prepaid
5 Boxes card sets	100	.05¢	.50	
8 Boxes cap pistols	150	.05¢	7.00	
6 Boxes checkerboards	200	.05¢	10.00	
10 Boxes trains	100	.05¢	.50	
9 Boxes marbles	150	.05¢	7.00	
TOTALS	800		$25.00	

Date Payment Received

Agent
(Student's Name)

PLEASE PAY THIS AMOUNT $25.00

200 lbs.
X.05 Rate
$10.00 freight charge

WORKSHEET #1-B

ALLIED TRUCKING COMPANY

303 Ninth Avenue
New York, NY 10014

FREIGHT BILL for charges on articles transported

Consignee: Freeland Department Store
Chicago, Illinois

Date: August 4, 1979
Freight Bill No. 21198

Car Initials & No.	Waybill Date & No.	Station From
AS 146	8/5 -- 34000	New York, New York

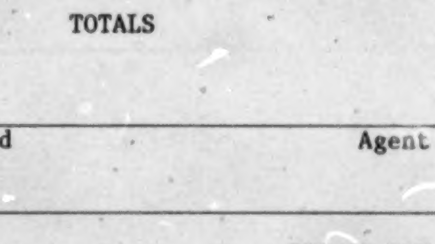
Previous Waybill Reference	Full Name of Shipper
CQZ 33009	Fun-Time Manufacturing Company

Number of Packages, Articles	Weight	Rate	Freight	Prepaid
5 Boxes card sets	100	.05¢		
8 Boxes cap pistols	150	.05¢		
6 Boxes checkerboards	200	.05¢		
10 Boxes trains	100	.05¢		
9 Boxes marbles	150	.05¢		
TOTALS			$	

Date Payment Received

Agent

PLEASE PAY THIS AMOUNT $



WORKSHEET #2-A

To complete this activity, check the completed shipping invoice below for errors. Complete the blank shipping invoice form on Worksheet #2-B showing all corrections you have made.

When you have completed the work, play the role of the warehouse manager and explain all corrections you have made to the teacher who will play the role of a warehouse employee.

INVOICE

AVARY OFFICE FURNITURE COMPANY
1311 Fifth Avenue
Keystone, Michigan 49501

Sold To: Caan & Mann, Inc.
301 Knox Street
Huntington, WV 25701

Invoice Number: 6683

Date: August 15, 1979

Shipped Via: P & L Railroad

Terms: 2/10, n/30

Customer Order No.	Date Received	Date Shipped
1012	8/5/79	8/10/79

Quantity Ordered	Stock Number	Description	Number Shipped	Unit Price	Extension Amount
4	F-013	Executive Desks A-2	4	$179.50	$781.00
3	SD-18	Secretarial Desks C	3	$145.00	$435.00
2	J-21	Secretarial Chairs C	2	$ 60.00	$130.00

Salesman: Charles Adams

INVOICE TOTAL: $1,346.00

WORKSHEET #2-B

INVOICE

AVARY OFFICE FURNITURE COMPANY
1311 Fifth Avenue
Keystone, Michigan 49501

Sold To:	Caan & Mann, Inc. 301 Knox Street Huntington, WV 25701	Invoice Number: Date:	6683 August 15, 1979
Shipped Via:	P & L Railroad	Terms:	2/10, n/30

Customer Order No.	Date Received	Date Shipped
1012	8/5/79	8/10/79

Quantity Ordered	Stock Number	Description	Number Shipped	Unit Price	Extension Amount
4	F-013	Executive Desks A-2	4	$179.50	
3	SD-18	Secretarial Desks C	3	$145.00	
2	J-21	Secretarial Chairs C	2	$ 60.00	

Salesman: Charles Adams

INVOICE TOTAL: $ ______

WORKSHEET #1-B

Answer Key

Number of Packages, Articles	Weight	Rate	Freight	Prepaid
5 Boxes card sets	100	.05¢	5.00	
8 Boxes cap pistols	150	.05¢	7.50	
6 Boxes checkerboards	200	.05¢	10.00	
10 Boxes trains	100	.05¢	5.00	
9 Boxes marbles	150	.05¢	7.50	
TOTALS	700		$35.00	

Agent (Student's Name)

PLEASE PAY THIS AMOUNT $35.00

WORKSHEET #2-B

Answer Key

Quantity Ordered	Stock Number	Description	Number Shipped	Unit Price	Extension Amount
4	F-013	Executive Desks A-2	4	$179.50	$718.00
3	SD-18	Secretarial Desks C	3	$145.00	$435.00
2	J-21	Secretarial Chairs C	2	$ 60.00	$120.00
			INVOICE TOTAL:		$1,273.00

Name ______________________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading career information for warehouse manager.					
2. Checking and correcting errors on freight bill.					
3. Checking and correcting errors on shipping invoice.					
4. Playing the role of warehouse manager.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Wholesaling

*Representative Job Titles with DOT and OE Codes

Route Salesperson DOT Code: 292.353-010 OE Code: 04.3100

OCCUPATIONAL TASK: Completing Business Forms

OCCUPATIONAL COMPETENCY:
1) Fill out customer order form.
2) Record deliveries on daily delivery sheet.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Wholesaling textbooks
2. Distribution textbooks
3. Career information booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.
3. If you are unfamiliar with this activity, you may want to read over the student's packet.

COMPLETING BUSINESS FORMS

ROUTE SALESPERSON
GROCERY STORE
DAILY DELIVERY SHEET

OCCUPATIONAL TASK: Completing Business Forms

OCCUPATIONAL COMPETENCY:

1) Fill out customer order form.
2) Record deliveries on daily delivery sheet.

LEARNING OBJECTIVE

Upon completion of the activities in this packet you will be able to fill out a customer order form and record deliveries on a daily delivery sheet.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Route Salesperson DOT Code: 292.353-010 OE Code: 04.3100

DUTIES:

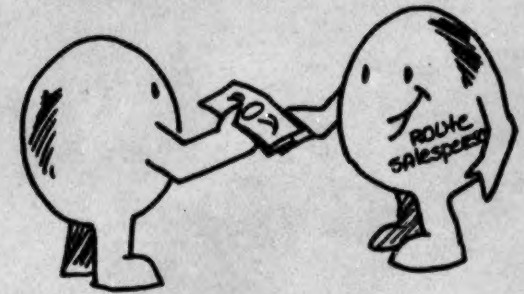
Collects money from customers.

Makes change

Records sales or deliveries on daily sales or delivery record.

Writes up customer order.

Calls on prospective customers to solicit new business.



Drives truck or automobile over established route to deliver and sell products or render service.

Informs regular customers of new products or services.

May place stock on shelves or racks.

May set up merchandise and sales promotion displays or issue sales promotion materials to customers.

May load truck or vehicle.

May clean inside of truck of vehicle.

May collect or pick up empty containers or rejected or unsold merchandise.

May issue or obtain customer signature on receipt for pickup or delivery.

CAREER INFORMATION

DUTIES:

May direct driver helper to load and unload truck or vehicle.

May direct driver helper to carry merchandise.

Reviews list of dealers and customers for change in deliveries.

May keep records pertaining to driving expenses, such as mileage, oil, and gasoline.

Keeps records of accounts.

WHERE EMPLOYED:

Wholesale Beverage Distributors

Wholesale Dairy Companies

Wholesale Newspaper/Magazine Distributors

Wholesale Bakery Companies

Dry Cleaning Plants

Vending Machine Companies

Wholesale Clothing Distributors

Large chain wholesale food distributors

Independently owned wholesale food distributors

PEEP'S
BAKERY
PRODUCTS

CAREER INFORMATION

EMPLOYMENT OUTLOOK:

The total number of route salespersons is expected to change little during the mid-1980's. Some openings for new workers will arise, however, as experienced route salespersons transfer to other fields of work, retire or die. Applicants with sales experience and good driving records have the best chance of being hired. Most job opportunities will be in wholesale routes. In addition, much of the population of the nation continues to move toward the suburbs, where there will be an increased need for the services provided by route salespersons. New products have also increased the need for route salespersons to introduce these products in stores throughout the country.

EDUCATION AND TRAINING:

A high school diploma is preferred. A few weeks of on-the-job training is usually required. Most companies give their new employees on-the-job training which varies in length and thoroughness. Many large companies also have classes in sales techniques. School and work programs in retail and wholesale merchandising are helpful to the person interested in entering this occupation.

CAREER INFORMATION

EDUCATION AND TRAINING:

High school courses in sales techniques, public speaking, driver training, accounting and business math are also helpful. Some large companies assign newly-hired route drivers for brief periods to jobs in the different departments of the plant, so that they can become familiar with processing operations and answer customers' questions intelligently.

SPECIAL QUALIFICATIONS:

Route salespersons must be able to get along well with people. They must know how to deal with people who have complaints about products or services they handle. They must be neat in appearance and pleasant in manner. They must have orderly habits of work since they prepare instructions for others who are to fill the orders they take, and they also must keep records of the payments to be made by their customers. The success of a route salesperson is dependent upon the extent to which he keeps his present customers happy, and the extent to which he gets new customers. In addition to personal qualities, route salespersons must be good drivers.

EXCELLENT
DRIVING
RECORD

CAREER INFORMATION

SPECIAL QUALIFICATIONS:

In many states they may be required to have a chauffeur's license or commercial driving permit. Good health and abundant energy are also important qualifications for this type of work. Route drivers who handle a great deal of money may have to be bonded.

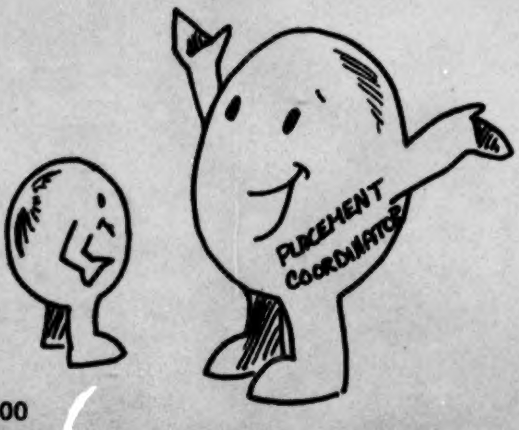
WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator.

Ask counselors or job placement coordinator at school.

Apply for trainee programs.

Promotion from within the company from jobs of lesser responsibility.



CAREER INFORMATION

CHANCE OF ADVANCEMENT:

Route or sales supervisor is a position to which many route salespersons look forward, however, these positions are relatively scarce. Most retail route salespersons advance themselves by moving to positions as wholesale route salespersons, since there is usually more salary involved. Other route salespersons use the experience they gain on their routes as a means of accepting sales positions in other fields in which earnings are higher.

EARNINGS AND ADDITIONAL BENEFITS:

Most route salespersons work for a salary plus a commission on their sales. Thus, earnings are determined largely by their selling ability and initiative. There are wide differences in the amount of money made by different route salespersons. According to limited information available in 1975, retail route drivers in the dairy and baking industries were guaranteed weekly wages of $100 or $175 plus commissions on sales. Some route salesperson earned more than $200 a week. Wholesale route salespersons generally make more money than retail route salespersons because they sell items in large quantities and get larger commissions.

CAREER INFORMATION

EARNINGS AND ADDITIONAL BENEFITS:

The earnings of route salespersons are closely related to their effectiveness as persuasive salespersons. There are also differences related to the section of the country a route salesperson works in and the kind of product with which he works. (See salary chart for additional information.) Many route salespersons wear uniforms. In some cases the companies pay for these uniforms, and for their cleaning.

The fringe benefits enjoyed by route salespersons may vary. These benefits may include: hospitalization, insurance, paid sick leave, paid vacation, and pension plans.

RETIREMENT PAY

CAREER INFORMATION

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

There are great differences in the number of hours route salespersons work. Some work more than 60 hours a week; others work only 30 hours. The number of hours route salespersons work is determined by a number of factors: the season of the year, the ambition of the individual salesperson, union regulations, and the nature of the route. Hours and days may be flexible with some evenings, Saturdays, or Sundays expected.

Physical Requirements:

Ability to lift up to 50 pounds.

Ability to carry and climb.

Good health

Abundant energy

Ability to stand and walk several hours at a time.

Opportunity for exercise--not confined to a job which requires you to sit all day.

CAREER INFORMATION

Mental Requirements:

- Self-confidence
- Ability to work without direct supervision.
- Self-discipline
- Ability to speak well and clearly.
- Ability to adapt to different kinds of personalities.
- Tactfulness
- Initiative
- Common Sense
- Ability to read and to write legibly.
- Ability to work with figures and business forms.
- Good memory for details.
- Ability to present and sell ideas and services.
- Thorough knowledge of the product or service sold.

Physical Environment:

Route salespersons make deliveries in all types of weather and work both indoors and outdoors. During the course of their work, route salespersons travel to various businesses to sell and deliver their goods and services. Much of their working day is spent driving in various weather conditions. The work of a route salesperson is considered fairly clean.

CAREER INFORMATION

Interaction with People:

Young people who wish to become route salespersons must be able to get along well with people. The route salesperson is given a great deal of freedom. In general, the route salesperson must be very self-disciplined. If he or she abuses this freedom and neglects customers, they may turn to competitors. Since the route salesperson meets many people, the ability to adapt to different kinds of personalities is very important. The success of a route salesperson is dependent upon his or her ability to deal with people and supply their needs in a courteous manner.

Type of Dress:

Route salespersons must be neat, clean and well groomed. Many companies provide uniforms for their route salespersons. Some companies provide laundry service to insure the neatness of their employees. The appearance of route salespersons is very important because they often make the first impression while representing their companies.

LEARNING ACTIVITIES

In this packet, you will complete the following learning activities:

1. Fill out the customer order form listing the quantity ordered, description of the items ordered, unit cost of each item, total cost of each item, subtotal cost of the bill. Compute the total cost of each item by multiplying the quantity ordered by the unit cost. Add the total cost of each item to get the subtotal cost of the bill. Compute the sales tax by multiplying .03¢ by the subtotal cost of the bill. Add the subtotal and the sales tax to arrive at the total cost of the bill.

2. Fill out the route salesperson's daily delivery sheet by listing the customer order number; the name of the company/ point of delivery; the amount of the sale; and the method of payment (cash or check). List the amount of money received in cash, the amount of money received in checks, and the total amount of money received.

3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1

As a route salesperson for Peep Bakery Products you delivered the following items to Tom's Market, 1415 Lee Street, Charleston, West Virginia 25301, customer order #154, on December 10, 1979: 35 loaves white bread @ 40¢ each; 20 loaves whole wheat bread @ 45¢ each; 20 boxes brown & serve rolls @ 30¢ each; 10 boxes cake doughnuts @ 70¢ each; and 15 boxes glazed doughnuts @ 60¢ each. Record the items above on the customer order form provided below. Compute the total cost of each item by multiplying the quantity ordered by the unit cost. Add the total cost of each item to get the subtotal cost of the bill. Compute the sales tax by multiplying .03¢ by the subtotal cost of the bill. Add the subtotal and the sales tax to arrive at the total cost of the bill.

PEEP BAKERY PRODUCTS
CUSTOMER ORDER FORM

Date: Customer Order Number:

Company Name:

Company Address:

QUANTITY	DESCRIPTION	UNIT COST	TOTAL COST

SUBTOTAL ____________

SALES TAX ____________

TOTAL ____________

Route Salesperson's Signature

WORKSHEET #2-A

As a route salesperson for Peep Bakery Products you will complete the route salesperson's daily delivery sheet by recording the following information on the form supplied on the next page. Your beginning mileage was 32,452 and your ending mileage was 32,482. You made the following deliveries on December 10, 1979:

Customer Order #154 went to Tom's Market. The amount of the sale was $46.35 and you were paid in cash.

Customer Order #155 went to IGA Food Market. The amount of the sale was $61.80 and you were paid in cash.

Customer Order #156 went to H & L Grocery. The amount of the sale was $30.90 and you were paid with a check.

Customer Order #157 went to Pete's Restaurant. The amount of the sale was $43.78 and you were paid in cash.

Customer Order #158 went to Big Barn Market. The amount of the sale was $78.02 and you were paid in cash.

Customer Order #159 went to Brownie's Mart. The amount of the sale was $29.87 and you were paid with a check.

Customer Order #160 went to Keston's Grocery. The amount of the sale was $39.40 and you were paid in cash.

Customer Order #161 went to Red's Dairy Bar. The amount of the sale was $15.45 and you were paid in cash.

Customer Order #162 went to Vinny's Lounge. The amount of the sale was $13.91 and you were paid in cash.

Customer Order #163 went to Meadow Country Club. The amount of the sale was $54.08 and you were paid with a check.

Customer Order #164 went to Frazer's Grill. The amount of the sale was $19.57 and you were paid in cash.

Customer Order #165 went to Franklin's Mart. The amount of the sale was $28.84 and you were paid with a check.

List the amount of the money received in cash.

List the amount of the money received in checks.

List the total amount of money received.

WORKSHEET #2-B

PEEP BAKERY PRODUCTS

ROUTE SALESPERSON'S DAILY DELIVERY SHEET

Route Salesperson's Name: ____________________

Date: ____________________

Beginning Mileage: ____________ Ending Mileage: ____________

CUSTOMER ORDER NUMBER	NAME OF COMPANY POINT OF DELIVERY	AMOUNT OF SALE	PAID BY CASH OR CHECK

AMOUNT RECEIVED IN CASH ____________

AMOUNT RECEIVED IN CHECKS ____________

TOTAL AMOUNT RECEIVED ____________

____
Route Salesperson's Signature

WORKSHEET #1

Answer Key

PEEP BAKERY PRODUCTS
CUSTOMER ORDER FORM

Date: December 10, 1979 Customer Order Number:

Company Name: Tom's Market

Company Address: 1415 Lee Street
Charleston, West Virginia

QUANTITY	DESCRIPTION	UNIT COST	TOTAL COST
35	Loaves - white bread	.40	$14.00
20	Loaves - whole wheat bread	.45	9.00
20	Boxes - brown & serve rolls	.30	6.00
10	Boxes- cake doughnuts	.70	7.00
15	Boxes - glazed doughnuts	.60	9.00
		SUBTOTAL	$45.00
		SALES TAX	1.35
		TOTAL	$46.35

(Student's Name)
Route Salesperson's Signature

WORKSHEET #2-B

Answer Key

Route Salesperson's Name: (Student's Name)

Date: December 10, 1979

Beginning Mileage: 32,452 Ending Mileage: 32,482

CUSTOMER ORDER NUMBER	NAME OF COMPANY POINT OF DELIVERY	AMOUNT OF SALE	PAID BY CASH OR CHECK
154	Tom's Market	$46.35	Cash
155	IGA Food Market	$61.80	Cash
156	H & L Grocery	$30.90	Check
157	Pete's Restaurant	$43.78	Cash
158	Big Barn Market	$78.02	Cash
159	Brownie's Mart	$29.87	Check
160	Keston's Grocery	$39.40	Cash
161	Red's Dairy Barn	$15.45	Cash
162	Vinny's Lounge	$13.91	Cash
163	Meadow Country Club	$54.08	Check
164	Frazer's Grill	$19.57	Cash
165	Franklin's Mart	$28.84	Check

AMOUNT RECEIVED IN CASH	$318.28
AMOUNT RECEIVED IN CHECKS	$143.69
TOTAL AMOUNT RECEIVED	$461.97

(Student's Name)
Route Salesperson's Signature

Name______________________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
1. Reading career information for route salesperson.					
2. Filling out customer order form.					
3. Recording deliveries on daily delivery sheet.					
		YES	NO		
Are you now aware of jobs using these skills or activities?					
Would you like a job involving these skills or activities?					
Would you like to find out more about this area of work?					

Comments______________________________

____

____

BUSINESS OCCUPATIONAL EXPLORATORY

OCCUPATIONAL CLUSTER: Marketing and Distribution

OCCUPATIONAL FAMILY: Wholesaling

*Representative Job Titles with DOT and OE Codes

Order Selector	DOT Code:	249.367-054	OE Code:	04.3100
Receiving Checker	DOT Code:	222.687-018	OE Code:	04.3100
Receiving Supervisor	DOT Code:	169.167-038	OE Code:	04.3100

OCCUPATIONAL TASK: Completing Business Forms

OCCUPATIONAL COMPETENCY:
1) Prepare receiving reports.
2) Prepare bin tickets.

SUGGESTED RESOURCES

This packet is self-contained, however, if you would like additional information you may consult:

1. Wholesaling textbooks
2. Distribution textbooks
3. Career information booklets
4. Occupational Outlook Handbook
5. Dictionary of Occupational Titles

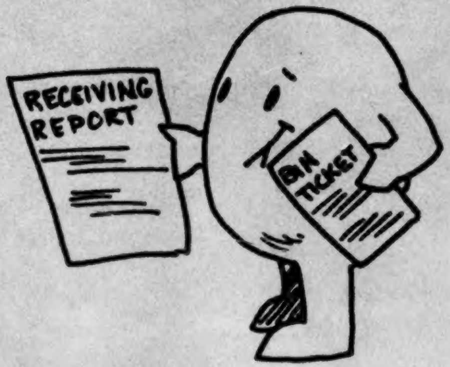
TEACHER'S NOTES

Before handing this packet to a student:

1. Show and explain the use of the salary chart to students. This chart should accompany BOE packets.
2. Duplicate enough of this packet to provide each student with a copy.

3. If you are unfamiliar with this activity, you may want to read over the student's packet.

COMPLETING BUSINESS FORMS



OCCUPATIONAL TASK: Completing Business Forms

OCCUPATIONAL COMPETENCY:
1) Prepare receiving reports.
2) Prepare bin tickets.

LEARNING OBJECTIVE

Upon completion of the activities in this packet you will be able to prepare receiving reports and bin tickets.

EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

CAREER INFORMATION

Order Selector	DOT Code: 249.367-054	OE Code: 04.3100
Receiving Supervisor	DOT Code: 169.167-038	OE Code: 04.3100
Receiving Checker	DCT Code: 222.687-018	OE Code: 04.3100

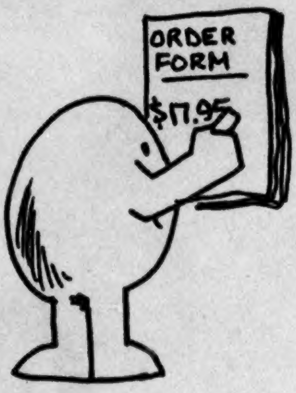
DUTIES:

Marks price of merchandise on order form.

Obtains merchandise from bins or shelves.

Computes price of each group of items.

Places merchandise on conveyor leading to wrapping area.



Writes or types order form and computes total cost for customer.

May ascertain credit rating of customer.

May initiate purchase requisitions.

May prepare invoices and shipping documents, such as bill of lading.

Records or files copy of orders received according to expected delivery date.

May compute price, discount, sales representatives' commissions, and shipping charges.

CAREER INFORMATION

DUTIES:

May route orders to departments for filling and follow up on orders to insure delivery by specified dates.

May check inventory control and notify stock control departments of orders that would deplete stock.

Processes customers orders for material or merchandise received by mail, telephone, or personally from customer or company employee.

Reads order to ascertain catalog number, size, color, and quantity of merchandise.

Informs customer of unit prices, shipping date, anticipated delays, and any additional information needed by customer, using mail or telephone.

May recommend type of packing or labeling needed on order.

May receive and check customer complaints.

May compile statistics and prepare various reports for management.

DELIVERY
DATES

CAREER INFORMATION

DUTIES:

Coordinates activities of personnel of order-writing department.

May confer with production, sales, shipping, warehouse, or common carrier personnel to expedite or trace missing or delayed shipments.

Plans and initiates order-writing procedures, using knowledge of company products, pricing methods, and discount classifications.

Directs establishment and maintenance of customer order records, such as discount classifications, cost basis, special routing, and transportation information.

May examine articles for defects and sort articles according to extent of defect.

May record factors causing goods to be returned.

Supervises workers writing master orders used by production, shipping, invoicing, advertising, cost and estimating departments.

Counts, measures or weighs to verify contents of shipments against bills of lading, invoices, or storage receipts.

WHERE EMPLOYED:

Warehouses

Factories

Retail Businesses

Mail Order Houses

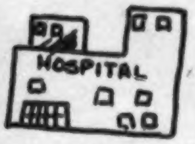
Airlines

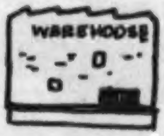
Hospitals

Government Agencies

Merchant Wholesale Companies

Manufacturer's Sales Branches and Offices





CAREER INFORMATION

EMPLOYMENT OUTLOOK:

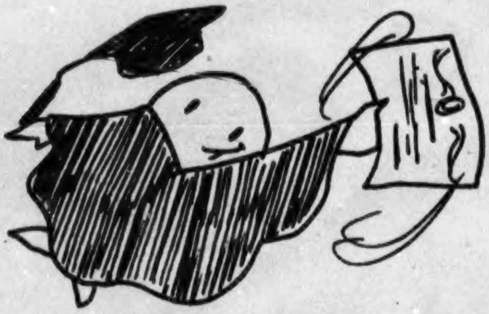
Employment of order selectors and receiving supervisors is expected to rise about as fast as the average for all occupations through the mid 1980's as business expands and there are more goods to be distributed. Several thousand jobs will become available each year as employment grows and as workers retire, die, or transfer to other occupations. Although substantial growth is expected in the volume of goods to be moved, employment of order selectors and receiving clerks will not increase as rapidly because of changes in technology that enable fewer employees to handle more goods. Growing numbers of firms are using computers to keep track of shipping and receiving records. Because many young people seek this occupation on an entry-level basis, some competition for openings is likely.

EDUCATION AND TRAINING:

High school graduates are preferred for beginning jobs in shipping and receiving departments. Employers look for reading and writing skills, knowledge of mathematics, typing, and filing abilities. New employees usually are trained on the job by an experienced worker. As a part

EDUCATION AND TRAINING:

of their training they often file, check addresses, attach labels and check items included in shipments. As employees gain experience, they may be assigned tasks requiring a good deal of independent judgment, such as handling problems of damaged merchandise, or supervising other workers in shipping or receiving rooms. Order selectors are often promoted to receiving supervisors but additional education and college courses are often required. A college degree is becoming increasingly important as a part of training to obtain better jobs. Cooperative education programs in high schools have launched entry-level employment programs leading to careers as order selectors and receiving supervisors. In addition, numerous trade schools are training students in wholesaling careers.



CAREER INFORMATION

SPECIAL QUALIFICATIONS:

Good health, especially good eyesight is important. The ability to write clearly is a must in these occupations. Dependability and an interest in learning about the firm's products and business activities also are qualities that employers seek. Order selectors and receiving supervisors often work under close supervision at repetitive tasks. Order selectors and receiving supervisors may be required to be bonded depending upon the types of merchandise they handle.

WAYS TO ENTER FIELD:

Contact DE/DCT Coordinator for more information and possible placement in entry-level positions.

Counselors or job placement coordinator at school.

Promotion from within the company from jobs of lesser responsibility.

Through educational institutions which have training programs in wholesaling and merchandising.

CHANCE OF ADVANCEMENT:

Order selectors and receiving supervisors may be promoted to traffic managers, purchasing agents, warehouse managers, or to merchandise managements positions after gaining valuable experience. The length of time it takes to reach any of these levels depends not only on the individual's ability but upon the company's

CHANCE OF ADVANCEMENT:

need for management personnel. Employees who demonstrate the ability to learn quickly, work independently and handle problems well will advance to higher positions at a more rapid rate.

EARNINGS AND ADDITIONAL BENEFITS:

Order selectors and receiving supervisors in urban areas averaged $200 to $300 a week, according to a 1976 survey. (See salary chart for additional information.) Salaries vary substantially, however, from one wholesale firm to another. Most order selectors and receiving supervisors receive time-and-one-half for work over 40 hours. Overtime pay may be earned on occasions when shipments have been unduly delayed or when materials are needed immediately to complete orders. Uniforms may be supplied by employers. In some cases the companies may pay for cleaning and pressing the uniforms. Additional benefits may include: hospitalization, paid sick leave, paid vacations, pension plans, insurance, and unemployment and workmen's compensation.

CAREER INFORMATION

WORKING CONDITIONS & LIFESTYLE:

Hours/Days:

Order selectors and receiving supervisors usually work a 40-hour week. Night work and overtime, including work on Saturdays, Sundays, and holidays may be expected.

Physical Requirements:

Good health

Abundant energy

Physical stamina

Ability to stand and walk several hours at a time.

Ability to lift up to 50 pounds.

Ability to bend, climb, carry, and stretch.

Opportunity for exercise--not confined to a job which requires you to sit all day.

Finger and mental dexterity.

Good eyesight

Ability to pack, unpack and crate items.

Mental Requirements:

Self-confidence

Ability to read and write legibly.

Ability to count.

Ability to type and file.

Ability to speak well and clearly.

Tactfulness

Initiative

Common Sense

CAREER INFORMATION

Mental Requirements:

Ability to work with figures and business forms.

Good memory for details.

Thorough knowledge of products handled.

Ability to work with or without direct supervision.

Ability to work at repetitive tasks.

Ability to recognize defective merchandise.

Ability to work under pressure.

Physical Environment:

Although order selectors and receiving supervisors usually work in relatively clean, heated and well-lighted areas, some warehouses may be damp and drafty. Employees of this nature who handle refrigerated goods may spend some time in cold storage rooms. Order selectors and receiving supervisors may spend much of their working day on their feet on a concrete floor. While much of the work is done in shipping and receiving rooms, employees in these occupations may do dome of their work on outside loading platforms where they may be exposed to changing weather conditions.

Interaction with People:

Young people who wish to work up to the positions of order selector or receiving supervisor should be able to get along well with other people.

CAREER INFORMATION

Interaction with People:

A pleasant personality, telephone voice, and a friendly nature are important characteristics needed for these occupations. Order selectors and receiving supervisors may have daily conversations with employees from other departments, customers, and management level personnel. Their ability to deal with other people may determine their success or failure on the job.

Type of Dress:

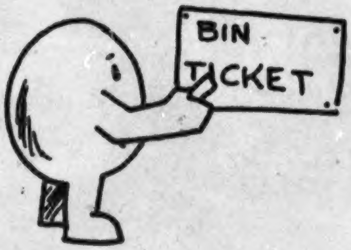
Order selectors and receiving supervisors should be neat, clean and well-groomed. Many companies may provide uniforms for these employees. Some companies provide laundry service to insure the neatness of their employees. Order selectors and receiving supervisors' type of dress should set an example for those employees who have jobs of less responsibility.

LEARNING ACTIVITIES

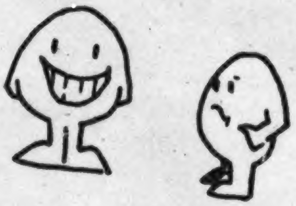
In this packet, you will complete the following learning activities:

1. Prepare receiving reports by recording the information given on the appropriate lines of the forms.

2. Prepare bin tickets by recording the information given on the appropriate lines of the forms.



3. Complete the Student Attitude Sheet which describes your feelings toward the activities you have completed.



EVALUATION

You will complete and hand in the worksheets in this packet. You will then complete the attitude sheet to see if this type of work would be interesting to you.

WORKSHEET #1-A

As a receiving supervisor for Acme Wholesale Company, you are to complete a receiving report which is a statement of the quantity and conditions of the incoming merchandise. Record the following information on the receiving report form:

On November 13, 1979, you received merchandise shipped from Chicago, Illinois. You prepare receiving report number 570. The merchandise was shipped on November 8, 1979, by the Fast Freight Trucking Company. The purchase order number is 6254. The merchandise is received from the Toy Gem Manufacturing Company, 3342 Springfield Lane, Chicago, Illinois 33101. The shipment includes: 15 boxes of motor car sets; 7 boxes of jumbo coloring books; 26 boxes of tiny time tea sets; 10 boxes of magic writing pencils, and 40 boxes of jigsaw puzzle sets. When you inspect the shipment, you discover that ten of the tiny time tea sets are broken.

ACME WHOLESALE COMPANY

RECEIVING REPORT

<table>
<tr><td>Rec. Report No.</td><td>Date Received</td><td>Purchase Order No.</td></tr>
<tr><td colspan="2">Shipped By</td><td>Date Shipped</td></tr>
<tr><td colspan="3">Shipped From</td></tr>
<tr><td colspan="3">Received From</td></tr>
<tr><td>QUANTITY</td><td>WEIGHT OR COUNT</td><td>ARTICLE</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

Total Shipment Received in Good Condition _______

Partial Shipment _____

Damaged Shipment _____

____
Receiving Supervisor

WORKSHEET #1-B

As a receiving supervisor for Acme Wholesale Company, you are to complete a receiving report which is a statement of the quantity and condition of the incoming merchandise. Record the following information on the receiving report form:

On November 15, 1979, you received merchandise shipped from New York, New York. You prepare receiving report number 571. The merchandise was shipped on November 10, 1979, by the Redden Trucking Company. The purchase order number is 6255. The merchandise is received from the Fun-Time Toy Manufacturing Company, 1001 Ninth Avenue, New York, New York 10018. The shipment includes: 25 boxes of choo-choo train sets; 12 boxes of blackboard sets; 15 boxes of checker sets; and 30 boxes of dolly smiles baby dolls. When you inspect the shipment, you discover that the checker sets have not been shipped.

ACME WHOLESALE COMPANY

RECEIVING REPORT

Rec. Report No.	Date Received	Purchase Order No.

Shipped By

Date Shipped

Shipped From

Received From

QUANTITY	WEIGHT OR COUNT	ARTICLE

Total Shipment Received in Good Condition ______

Partial Shipment _____

Damaged Shipment _____

____
Receiving Supervisor

WORKSHEET #2-A

As an order selector for Acme Wholesale Company, you are to complete a bin ticket which is used to provide the name of the goods and the quantity received, issued, and on hand. These tickets are attached to bins, shelves, and other storage places, as a stock inventory control method.

Record the following information on the bin ticket:

Bin: Platform
Location: Aisle 3
Stock Number: 294-36
Article: Bicycle
Size: 26 inches
Weight: 12 lbs.
Stock Minimum: 10
Starting Inventory: 12

Make the following entries on the bin ticket:

12-1 Issued 2
12-3 Added 24
12-5 Issued 6
12-8 Issued 8
12-9 Added 18

BIN TICKET

BIN ______________________ LOCATION ______________________

STOCK NO. ______________________ ARTICLE ______________________

SIZE ______________________ WEIGHT ______________________

STOCK MINIMUM ______________________

STARTING INVENTORY	ISSUED	ADDED	ON HAND

WORKSHEET #2-B

As an order selector for Acme Wholesale Company, you are to complete a bin ticket which is used to provide the name of the goods and the quantity received, issued, and on hand. These tickets are attached to bins, shelves, and other storage places, as a stock inventory control method.

Record the following information on the bin ticket:

Bin: Platform
Location: Aisle 4
Stock Number: 301-32
Article: Sled
Size: 36 inches
Weight: 10 lbs.
Stock Minimum: 3
Starting Inventory: 6

Make the following entries on the bin ticket:

12-15 Issued 3
12-17 Added 20
12-19 Added 9
12-21 Issued 4
12-23 Added 10

BIN TICKET

BIN ______________________ LOCATION ______________________

STOCK NO. ______________________ ARTICLE ______________________

SIZE ______________________ WEIGHT ______________________

STOCK MINIMUM ______________

STARTING INVENTORY	ISSUED	ADDED	ON HAND

WORKSHEET #1-A

Answer Key

Rec. Report No. 570
Date Received: November 13, 1979
Purchase Order No. 6254
Shipped By: Fast Freight Trucking Company
Date Shipped: November 8, 1979
Shipped From: Chicago, Illinois
Received From: Toy Gem Manufacturing Company
3342 Springfield Lane
Chicago, Illinois 33101

QUANTITY	WEIGHT OR COUNT	ARTICLE
15	boxes	motor car sets
7	boxes	jumbo coloring books
26	boxes	tiny time tea sets
10	boxes	magic writing pencils
40	boxes	jigsaw puzzle sets

Damaged Shipment X

(Student's Name)
Receiving Supervisor

WORKSHEET #1-B

Answer Key

Rec. Report No. 571
Date Received: November 15, 1979
Purchase Order No. 6255
Shipped By: Redden Trucking Company
Date Shipped: November 10, 1979
Shipped From: New York, New York
Received From: Fun-Time Toy Manufacturing Company
1001 Ninth Avenue
New York, New York 10018

QUANTITY	WEIGHT OR COUNT	ARTICLE
25	boxes	choo-choo train sets
12	boxes	blackboard sets
15	boxes	checker sets
30	boxes	dolly smiles baby dolls

Partial Shipment X

(Student's Name)
Receiving Supervisor

WORKSHEET #2-A

Answer Key

BIN TICKET

BIN Platform　LOCATION Aisle 3

STOCK NO. 294-36　ARTICLE Bicycle

SIZE 26 inches　WEIGHT 12 lbs.

STOCK MINIMUM 10

STARTING INVENTORY	ISSUED	ADDED	ON HAND
12	2		10
		24	34
	6		28
	8		20
		18	38

WORKSHEET #2-B

Answer Key

BIN TICKET

BIN Platform　LOCATION Aisle 4

STOCK NO. 301-32　ARTICLE Sled

SIZE 36 inches　WEIGHT 10 lbs.

STOCK MINIMUM 3

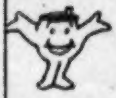
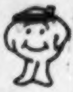
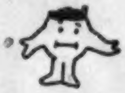
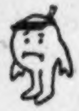
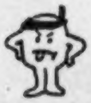
STARTING INVENTORY	ISSUED	ADDED	ON HAND
6	3		3
		20	23
		9	32
	4		28
		10	38

Name ______________________________

Occupational Cluster & Number Marketing and Distribution

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very interesting	Didn't enjoy any part of it
					
1. Reading career information for order selector or receiving supervisor.					
2. Preparing receiving reports.					
3. Preparing bin tickets.					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________